

Business Education *Forum*

APRIL 1958

VOL. XII, NO. 7

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- DISTRIBUTIVE OCCUPATIONS
- SHORTHAND • TYPEWRITING
- BOOKKEEPING • STANDARDS
- BASIC BUSINESS • GENERAL CLERICAL
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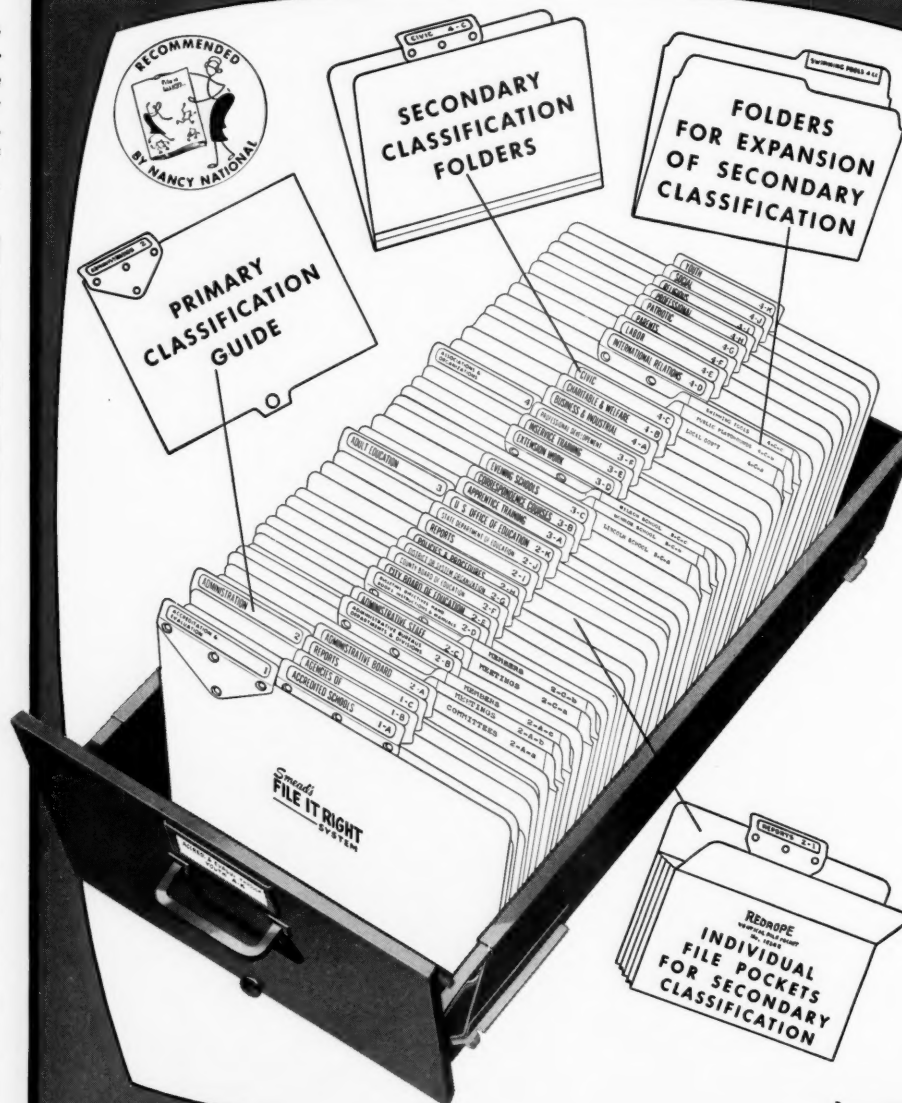
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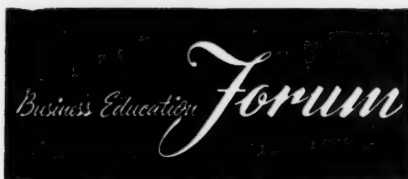
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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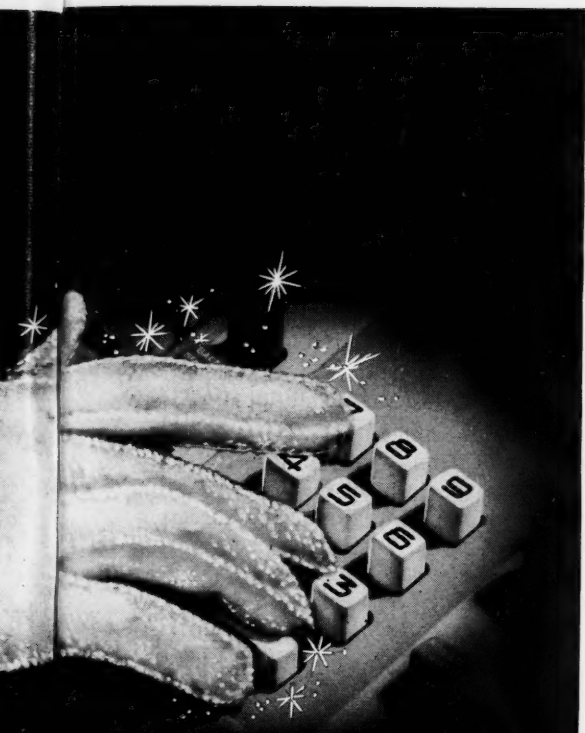
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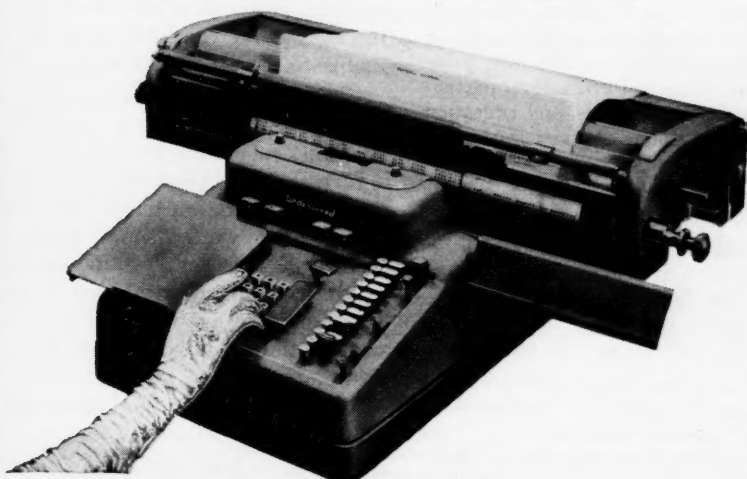


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In This Issue

► Annually, BUSINESS EDUCATION FORUM invites distributive educators to express their views in an issue which features this field. The ideas expressed by six leaders chosen from different sections of the country and representing state supervisors and teacher educators will shed some light on their serious problems and give some suggestions for future actions.

The reader will note that the six articles (pages 9-20) treat changing concepts of distributive education dealing with all levels of instruction and with distributive occupations as well as distributive education. A careful study of each is recommended to every reader, regardless of his particular interest. This should result in a broader perspective of the field.

► A variety of helpful articles for the business teacher are included in the Services Section (pages 21-31) of this issue. Informative materials on public relations, student stenographers, bookkeeping principles, general clerical evaluation, personal finance, office standards, and education in Mexico are among the articles in this action-packed section.

► In this issue, we salute the editors who are responsible for making the UBEA publications possible. The editors who serve without remuneration are featured in the In Action Section (pages 32-42). Items of interest to the entire membership are also in this section.

► The Clip 'n Mail coupons on the wrapper provide a quick and easy way of obtaining teaching materials from your Association and from the FORUM advertisers. Be sure to clip 'n mail these coupons today.—H.P.G.

Editor: Distributive Occupations Forum
WARREN MEYER
University of Minnesota
Minneapolis, Minnesota

Changing Concepts of Distributive Education 1958

THIS IS a propitious time to examine our thinking about distributive education. Recently, education in general has been challenged; vocational education has been called upon to justify its position—this is usual and serves as a health tonic; business has experienced a period of figurative stock taking and readjustment; and apparently we are entering a new era of automation which may have as far reaching effect as the industrial revolution.

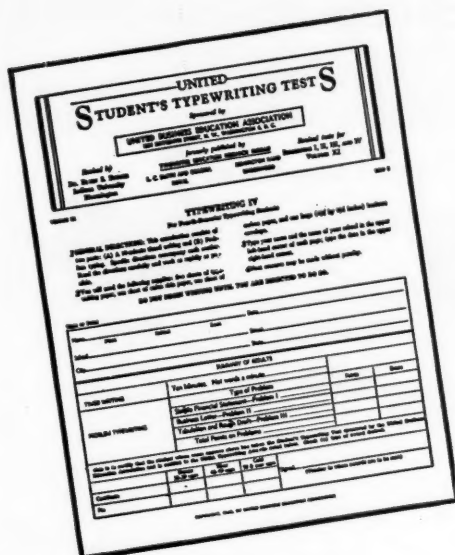
Distributive education is just beginning to understand itself. It is beginning to look to other disciplines within and without the vocational family for help. It was apparent at the National Conference on Distributive Education in October that agreement in thinking is emerging. The direction appeared quite clear. Our character seemed to have been formed and we felt that we had come of age, but we realized also that we had a great deal to learn. Attention was focused on major problems and small differences of opinion were not allowed to blind us. We partially realized our responsibilities and the important problems facing us.

Distributive education enjoys an advantageous position in that it is a liaison between business and education. Its organizers had the foresight to set up administrative machinery which forces us to keep close contact with business and also remain an integral part of the public school system. Our position, unfortunately, also entails some dangers. It is difficult for an individual to keep a balance between the two forces (education and business) which in final analysis have similar goals but different concepts regarding their achievement. There are distributive educators who are skewed toward one side or the other, and the pendulum may swing in either direction depending on the leadership at the time. This situation magnifies the need for controlling principles which will keep us from harming ourselves. We must *continuously* review our objectives and take inventory of our activities.

One of our most difficult problems is that of balancing our services among different levels of training. As individuals we tend to focus attention on one program or another, such as the high school, junior college, or adult, without due regard for the total program and in so doing lose perspective. We are unable to see the forest because of the trees.

We are now faced with a new era brought about largely by technological advancement. We have a very difficult manpower situation at hand. Foreign relations, race, and government present additional enigmas. No one is able to foresee what lies ahead. This does not preclude our carefully studying these problems in relation to our field and social welfare. We are certain that some way or other we shall meet each challenge because we have faith in our way of life. Democracy fosters competition and cooperation simultaneously and seasoned judgment is needed to properly blend the two. We cannot think in isolation. The answers will come through inter-disciplinary efforts. Forums such as the set of articles in this issue should help in gathering the needed information.

The time has come when the differences between the "men" and the "boys" in distributive education is becoming manifest. Those who are well grounded in both technical and professional fields will stand out as leaders who can exercise balanced judgment. Those who are venture minded set the pace while the security dominated individuals follow almost resentfully. As we continue to upgrade our services into the administrative management area, individual differences in distributive education personnel are increasingly evident.—WARREN MEYER, *Issue Editor*



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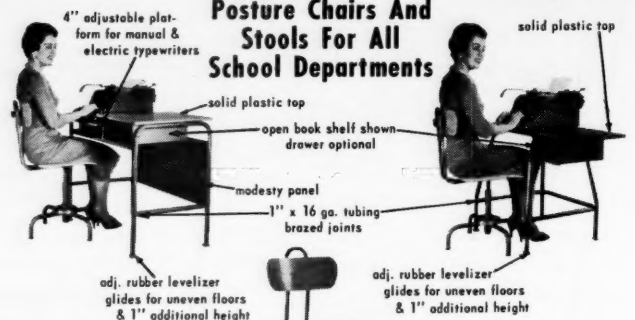
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THE *Forum*

Changing Concepts of the Scope and Function of Distributive Education

By JOHN A. BEAUMONT
U. S. Office of Education
Washington, D. C.

A broadened program provides for greater diversification in the distributive education program

DISTRIBUTIVE EDUCATION is keeping pace with changes in our economic system. Distributive educators are changing the scope and function of distributive education so that it will better serve to improve the distributive processes.

There are certain basic concepts around which these changes revolve. Fundamentally the distributive education program, in keeping with all vocational programs, is under public supervision and control and provides educational programs of less than college grade for persons over sixteen years of age employed in a distributive occupation.

Controlling Concepts and Goals

The objectives of the distributive education program have been summarized by the U. S. Office of Education as follows:

1. To develop the ability of distributive workers to give intelligent, economical, and helpful service to consumers.
2. To develop greater job satisfaction, to increase earning power, to insure advancement on merit, and to create a feeling of permanency of employment in the mind of the distributive worker.
3. To reduce business losses due to inefficient employees as well as to unsound management policies and practices.

These are the controlling concepts and goals of distributive education programs which may be organized for proprietors, managers, and employees engaged in distributive occupations. A distributive occupation is one in which the individual is directly concerned with the marketing and merchandising of goods and services. Such activities are found in a wide range of businesses including retailing, wholesaling, transporting, financing, manufacturing, insuring, and many other businesses which distribute goods or provide services.

The question is still asked: "Why distributive education? Why not selling education, retailing education, or some other such term?" Fortunately the framers of the legislation which provided for the Federally aided pro-

gram of distributive education were farsighted. Education for distribution is a comprehensive term which more completely describes the scope of training that is required by current practices in distribution. In fact, the term distribution, as applied to the movement of goods and services from producer to consumer, has gained a wide acceptance. Currently accepted definitions indicate that the terms distribution and marketing may be used synonymously.

Changing Scope of Distributive Education

The term distribution has undoubtedly tended to encourage distributive educators to increase the scope of their services. The changing scope of distributive education is still more readily observed in the adult program which enrolls eight students for every one student enrolled in the cooperative program.

The reports of the several states and territories still indicate that much education is being conducted in the field of retailing. Services are being rendered to a wide variety of retail establishments including, among others, apparel stores, flower shops, food stores, gift shops, hardware stores, home furnishing stores, jewelry stores, lumber and building materials stores, variety stores, wallpaper and paint stores, and department and dry goods stores.

The restaurant industry continues to be an area in which considerable training is provided. Included in this area is the typical restaurant as well as eating establishments which are found in hotels, clubs, and similar places.

The petroleum industry is another field in which an increasing amount of training has been provided through the service of distributive education. There are reports of programs for service station employees and operators. Petroleum jobbers have also been served by many of the states.

Other evidence of the changing scope of distributive education is the development of a relationship with businesses that deals directly with agricultural products or services. Several studies were undertaken to identify ways in which distributive education could serve the needs in these types of businesses. As a result of these studies, several states are offering programs dealing with

Dr. Beaumont is director of the Distributive Education Branch, U. S. Office of Education in the Department of Health, Education, and Welfare.

"The major function of distributive education is the development of an instructional program."

the sale of agricultural products, as well as programs dealing with the sale of equipment, machinery, and other commodities for agricultural use.

Insurance or risk bearing has long been served through distributive education programs. There is evidence to indicate that more states are providing programs of training for persons engaged in the insurance business.

Real estate is another area which is gaining considerable momentum in the services of distributive educators. In one state a program has been established by the state legislature wherein the distributive education program works cooperatively with other state agencies in providing instruction for all persons engaged in the sale of real estate. Other states report that they are providing service and training in this area.

There is considerable evidence to indicate that education is being provided for persons engaged in outside selling. Programs of this nature enroll persons engaged in industrial sales, wholesale businesses, jobbers, and the salesmen of products used in building and remodeling homes and industrial establishments.

At the most recent session of Congress, funds were appropriated specifically for training persons engaged in distributive occupations in the fisheries trades. Several states, especially in the coastal areas, have reported the organization of classes in this area, thereby broadening the scope of distributive education.

These are only a few selected illustrations to show how the distributive education program is growing and changing its scope to provide education for the ever-widening field of distribution.

Changing Functions of Distributive Education

The functions of the distributive education program may be briefly stated as supervision, instruction, teacher education, and research. These functions have been carried out in varying degrees since the inception of the program. Currently it may be said that these functions are being conducted on a much broader front, in fact, on a national scale. There is much evidence to indicate that there are many changes taking place within these functions.

In the area of supervision of distributive education tremendous strides have been made. Supervision is now a functioning part of the program of a State Board of Vocational Education in each of the several states and territories. In addition, there are many variations of area supervision within many of the states and city supervision is increasing, particularly in certain areas which conduct extensive adult and cooperative programs.

Within supervision, promotion is still an important function. The trend, however, is in the direction of providing services that are requested by various groups and organizations. Thus, supervision is concerned with the

in-service training of teachers and the development of instructional materials, particularly in the adult program. Further, supervision is concerned with the direction of research to discover existing needs and to evaluate current practices. Another emerging aspect of supervision is the development of leadership training programs to provide distributive education leadership.

The major function of distributive education is the development of an instructional program. It is in this function that changes are most readily identified. The increasing demand of various segments of distribution for training programs presents a continuous challenge to distributive educators to discover competent instructors and to produce adequate instructional materials.

In the early phases of the distributive education program, instruction was primarily developed for employees. Instruction for employees included the cooperative part-time programs and courses, primarily in salesmanship and product information. These courses were extended to include many other areas of employee training. In addition, courses were developed for supervisors and operational phases of management.

Currently we find a trend toward increasing the development of management programs. Administrative management courses are widely conducted for proprietors and managers of distributive businesses. These courses are conducted particularly for proprietors of small business establishments. Large business has long been aware that management is a scientific tool which can be learned and practiced. Small business is rapidly learning that it must use management as a scientific tool if it is to compete in the present American economy.

Administrative management courses are conducted for individuals who are concerned with policy-making decisions. The course content deals primarily with men, money, markets, and management practices, and their interrelationship. As a result of administrative management programs there is a development of courses in specific phases of management, such as credit, finance, market research, sales promotion, personnel, and other similar management activities. These courses are attracting top management enrollment as well as those who direct these specific management activities.

Along with the management program for proprietors and executives we find programs being developed for junior executives and middle management. Particularly in retailing, even in the large chain organizations, there is a grouping of small operations which require a large number of persons in mid-management activities. Retailing is frequently large in the corporate sense, but small in the operational aspects. Accordingly, adult programs and post-high school cooperative programs are being organized to deal primarily with mid-management problems.

"It is obvious that the scope and functions of distributive education are constantly in a state of change."

Another area of instruction which is being developed is in the field of outside selling where the sales activities normally are transacted at the buyer's place of business. Outside selling programs require the development of a professional approach to salesmanship. In addition they require the development of a broad program of product information and a knowledge of marketing functions. A professional salesman is professional because he understands the consumer's needs and is able to interpret his product or service in relation to the consumer's needs.

Teacher education is another rapidly changing function in the field of distributive education. Programs of teacher education include pre-service and in-service training conducted by state supervisory staffs. In addition, there has been a rapid growth of institutional pre-service programs. In many institutions these pre-service programs are becoming a joint undertaking of educational specialists and marketing specialists. In these cases individuals preparing for distributive education are assured of a sound background of professional and technical education. Some institutions are providing ways and means for the future teachers of distributive subjects to acquire planned and directed experience in a distributive occupation. The increasing demand for teachers of distributive subjects indicates that there will be a further expansion and development of teacher education in the field of distributive education.

The development of teacher education programs has increased the amount of research that is being conducted

by those who are preparing to teach or who are teaching distributive subjects. Further, these teacher education programs are providing the teachers of distributive subjects with a vast fund of knowledge of the research that has been conducted in distribution. Through distributive education, research is being interpreted to those who are functioning in the operation of distributive businesses. Management programs are also encouraging the development of a questioning and analytical frame of mind on the part of businessmen, which is encouraging them to undertake research within their own organizations.

It is obvious that the scope and functions of distributive education are constantly in a state of change. This condition will continue as long as we have a free economy in America. In a free economy the consumer has free choice. In making this free choice the consumer is served through the function of distribution. It is the job of distributive education to be constantly alert to the development of practices that will enable distribution to better serve the consumer. Education discovers new practices. Through education these new and improved practices are made known to those who are engaged in the functions of distribution. In this way a free economy of free choice can continue to serve the American public, not only through the development of competitive practices but also through the development of educational programs which bring about an improvement in the practices and techniques of distribution.

Distributive Education in a Robot Revolution

By PETER G. HAINES
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TO EVEN the most casual observer of the current social and economic scene, a substantial problem appears in the vast and complex nature of the social and technological forces at work. *Automation* is a much used word that often becomes a synonym for the striking changes which are occurring. Yet, automation in a more definitive sense describes a change in technological process and procedure. It is but one force of many in our social scene that affects vocational education. If other forces apparent to the sociologist, economist, and educator are also considered, it is clear that the distributive educator, as well as all vocational educators, must consider that a robot revolution is taking place; a revolution composed partly of automation, but compounded

by vast changes in population, manpower, and other aspects of the society and the economy.

It might be easy for someone to accept this challenge by describing current and future automated processes in retailing, but such a simplified explanation is not possible because the clearest fact about the robot revolution, so far, is that the outline of the problem is blurred. In short, the dimensions of the problem facing distributive education are unknown. Our first effort must be investigation which will show us the nature and scope of our problem.

In this unknown quantity lies possibly our greatest challenge. Some point out that the traditional vocationalist may find both the problem and this discussion distasteful and much too generic in substance. Yet each of us who has any concern for the education of all youth

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and adults faces the challenge of these unknown dimensions.

The term distribution is used rather than retailing since we must think beyond the retail scene if we are concerned with youth and adults. All evidence points to expanding opportunities in transportation, sales promotion, merchandising in regional offices, outside selling, all service businesses (especially those in banking, finance, real estate and insurance), and in distributive businesses related to agriculture.

Several striking developments are occurring in the economic framework within which distributive businesses operate. There is evidence in recent years of a yearly increase of four per cent in real productivity, which at the present rate would double our standard of living in twenty-five years. Industrial advances suggest that such productivity can be accomplished with no more labor force than is used currently. Can distribution handle this doubled volume of goods without doubling its labor requirements? What changes in procedures in distribution will arise from such a demand for labor?

Economists note that for the first time in our history a larger percentage of the labor force is distributing goods and providing services than is engaged in producing goods or processing materials. Perhaps a change in theoretical concepts will provide such attention. For decades the economist has taught the concept of the "value added by production." Now, some economists accept the fact that distribution does not add costs or expenses to the flow of goods, but that "value is added by distribution."

Several other economic facts deserve recognition. As the distribution of wealth patterns change, many individuals and families are moving into the so-called middle-income group. In this group the amount of disposable personal income rises rapidly. Such income is available for saving or investment, or for spending on personal services, houses, furniture and appliances, recreation and leisure time goods and services—in short, upon the luxury goods and services market. Will such consumption change current patterns of distributive efforts?

New techniques in distribution, such as scrambled merchandising and large-scale merchandising increase the needs of the distributor for more capital devoted to more inclusive inventories and to more plant and equipment. The distributor must manage his capital more wisely, spreading it further over his needs. What is the responsibility of distributive education in the training of management, especially small business management?

The effect of such selected economic trends is unclear but indicates the need for more investigation.

Educators are aware of the striking rise in the birth-rate since 1946, a trend which continues. Yet, manpower resources in the period 1957-1967 will reflect itself in

youth entering the labor force. Since the age range twenty-five to forty-four is considered the prime productive worker age, it is obvious that the next fifteen years will find us very short of prime age manpower. In the face of a twenty-five million increase in population, this group will actually decline by two and a half million between 1955-1965.

This scarcity may reflect itself in both a race for a limited supply of skilled labor and a need to recruit people who are not now in the labor force. An estimated ten million people must be added to the labor force by 1965, distributed as follows:

4.5 million will be young, ages 14-24

5 million will be 45 years of age or older

only a half million will be 25-44 years of age

more than half will be women

The percentage of the population of working age who are in the labor force increased from fifty-five per cent prior to 1950 to fifty-nine per cent in 1955. More women are working, whether married or not. It is estimated that by 1965 more than thirty-four per cent of the women will work outside the home.

What are the implications for distribution? The majority of the additions to the labor force in the next decade will be women, most of whom will be married women. How many will be older women whose families have grown up? Will they seek retailing and service occupations? Are they lacking in skill and in need of training or retraining? How many additions to the labor force will be seeking part-time or short work weeks which are prevalent in distribution and may become increasingly so as night openings appear more popular?

The shortage of age twenty-five to forty-four manpower may be intensified by the skills demanded by automation, which, as evidenced by a study of several automated plants, changes drastically the ratio of unskilled, semi-skilled and skilled workers. Automation forces industry to seek trained, highly skilled workers. If such a race for talent develops, will distribution attract the best young people? Or will retailing, for example, follow the lead of industry many years ago and try to apply extreme division of labor to develop many job positions where low-level personnel in unskilled categories can be utilized?

Two new terms need mention at this point—job combination and job enlargement. Job combination refers to the situation in which a worker with a full-time job acquires a second job, usually part-time. The housewife, working part-time, is well known in distribution and may be much more in evidence if night openings continue and if more stores find their volume concentrated in a few peak hours. Suburban living seems destined to increase this concentration of shopping into peak hour volumes. The part-time farmer-factory worker or teacher-

salesperson are other examples of job combination. If the thirty hour work week is truly approaching, we can look forward to more such job combinations. Is distribution a likely place for such workers? Will we find retailing saturated with such part-time help? Will occupations now considered as entry positions for young people be relatively closed to the high school graduate?

Job enlargement stems from a different set of circumstances. The traditional division of labor seems reversed by automation which combines smaller operations into larger, more continuous processes. Workers must understand more than the small details of the operation. Are office and merchandising functions more and more to be combined into a common job title? Will sales and mechanical servicing be more apparent in the same job? Does it not seem possible that related information assumes greater importance in cooperative training and that adult training must become broadened in scope? The implications of job enlargement seem to be in the area of relating vocational education areas closely together.

At the moment, few persons can be very specific about the implications of the population and manpower picture, however, one conclusion can be drawn. Vocational educators must adopt an inter-disciplinary approach to their problems. The sociologist and the economist have much help to offer.

In Conclusion

The dimensions of the problem facing vocational education are unknown. While certain social, economic, and technological forces can be seen, the distributive educator finds it difficult to delineate the specific implications for his educational program. Perhaps but one inference can be drawn from such a brief view of the robot revolution. Concepts and principles once held irreputable and sacred must be scrutinized carefully lest necessary innovations and changes be resisted. Distributive educators must acquire some familiarity with the proportionate beginnings of a large-scale revolution. But, effective program development, based on an analysis of local needs, is fundamental to the solution of the larger problems facing all.

Distributive Education Is Everyone's Business

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DISTRIBUTIVE EDUCATION is universally important. Its goal is to increase the efficiency with which human wants are supplied. With greater efficiency in distribution, more and better goods and services can be consumed. Thus, as marketing institutions and distributive workers increase their knowledge and competency through planned training, our present high standards of living can be maintained and even increased throughout the years.

Scientific management has been applied successfully to mass production, but because of the complexity of the distributive process, it is more difficult to apply to mass distribution. Since the cost of distributing goods is about the same as the cost of producing goods, it is vital that more attention be given to training in the field of distribution.

Distributive Education and the Producer

Production can contribute nothing to our economy unless the output of farm and factory reaches the consumer. If the marketing processes are slowed or stopped,

production must also be slowed or stopped. Our standard of living depends upon income, employment, production, and distribution. And distribution depends upon how well American salesmen and distributive workers meet the responsibility of supplying the wants and needs of a growing population.

Let us consider the distribution problems of the manufacturer. It has been pointed out that if the principles of mass production are to function, it is essential to have a steady flow of goods from the factory to the consumer. This means that one of the manufacturer's prime concerns is finding buyers. He may, if he desires, sell directly to consumers and assume all the functions of distribution. Or, he may turn over his entire output to wholesalers who sell to the retailers who deal directly with consumers. In any event, the efficiency with which these processes are carried out will depend upon the amount of education and training available to the workers involved.

A parallel situation exists in the case of the farmer who produces dairy products, grain, livestock, fruits and vegetables, and so on. He needs efficient distribution in order to continue his production. As a matter of fact,

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"Distributive education makes its greatest contribution in the field of retailing."

the same thing can be said concerning the distribution problems involved in communications, construction, forestry and fishing, mining, transportation, electricity, and the various types of personal and professional services.

Distributive Education Aids Distributors

Distributive education makes its greatest contribution in the field of retailing. Since the retail function is the last step in the distribution of goods and services from the producer to consumer, it is an important process in our economy. Approximately one half of all business enterprises in this country are retail outlets. Most of the nearly 40,000 cooperative part-time trainees in distributive education are employed in retail stores, and many more thousands of adult retail workers are being trained in extension and evening courses. Distributive education has provided a steady flow of beginning workers in wholesale, retail, and service selling. And it has helped improve the skills, knowledges, and attitudes of those already employed.

Distributive education is everyone's business because everyone is a consumer. As such, each person spends the bulk of his income and many hours each year in finding, selecting, and buying the goods and services that satisfy his needs and wants. The consumer profits if the retail buyer has purchased the right merchandise at the right price and made it available at the right time. The consumer loses if he has been inefficient in the use of his time, careless in making his selections, and lax in ordering the merchandise on time.

The consumer has more contact with the salesperson than with any other retail store worker and consequently his life is greatly affected by the attitude, knowledge, and skill of the salesman. The salesperson should be so constituted and trained that he can say at the close of each day, "I helped all of my customers—I didn't add to their woes."

The effect on the consumer of greater efficiency on the part of retail buyers and salesmen applies also to advertising personnel, window decorators, deliverymen, department heads, store executives, and other retail workers. The increased efficiency of any store employee will bring about one or more of the following results: lower costs, better service, and more customer satisfaction. Therefore, the well-planned, long-range educational program for distributive workers will continue to make an outstanding contribution to the American consumer by supplying trained workers for more effective distribution.

Production of Efficient Workers

There are many other benefits of distributive education. Business failures in retailing have been excessive over the years and costs have risen because of the high turnover of retail employees. Inefficient management

due to a lack of training has been one of the major causes of failure, and the high rate of employee turnover is also the result of insufficient information, lack of skills, and wrong attitudes. With superior training, employees have been able to start at higher salaries and in more advanced positions, and their progression to positions of greater responsibility and increased salaries has been more rapid.

Distributive education attracts hundreds of young men and women to retailing who later may go into other areas of selling and management. The combination of our large population, high percentage of employment, and gigantic production and consumption means that we need more than ten million salesmen to support our economy. Training and experience in retailing is good background for those who enter the wholesale selling field and sales management.

Schools Offer Practical Courses

Distributive education is important in our schools because it enables them to offer a worth-while, practical program to their students. It has always been the responsibility of the school in each community to offer the kind of education that will prepare its future citizens to lead normal, fruitful lives and contribute to the general welfare. This type of education includes preparation for one's life work. Occupational opportunity surveys reveal the great need for distributive workers in practically every community with a population of more than 4000. Follow-up studies of high school graduates also show that a high percentage of those who take positions are employed in distribution. This is understandable since estimates of the proportion of the nation's working population engaged in distribution range from one-third to one-half. The number of schools offering distributive education programs has increased steadily. Many schools have recently inaugurated programs and others are planning to include them as soon as facilities permit.

Distributive education enlists the aid of community resources in preparing the student for his vocation. It is the type of education which bridges the gap between the theoretical and the practical while the trainee is still enrolled in the school. The product of this kind of program is a mature, poised, and confident worker. In fact, it has amazed many employers of distributive education graduates that the schools are able to prepare students with so much business know-how and self-assurance.

Distributive education is everyone's business because its benefits are shared by workers, businesses, producers, and consumers. And there is no doubt that, if the universal support that it receives and merits remains constant, distributive education will continue to meet the challenge of the changing American market and contribute immeasurably to our way of life.

Changing Concepts of Secondary School Distributive Education

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Changes taking place in the secondary school distributive education programs are enumerated for administrators to evaluate program

ORIGINALLY, the purpose of vocational education was to prepare persons for useful employment. This concept has been very basic to all secondary school vocational programs. Administrators, vocational educators, and even distributive education coordinators and supervisors have not always kept this basic objective securely in mind, nor have they recognized fully the contributions which could be made by vocational education in the total secondary school program. Vocational distributive education has helped students in the development of abilities, understandings, attitudes, work habits, and appreciations which contribute to a satisfying and productive life, and has supplemented and assisted general education in the secondary schools.

During the past few years, changes have been evolving which should further assist in the development of better quality secondary school programs and particularly those of distributive education. Some of the more basic changes taking place in our public secondary school program which have proved their value are herein discussed. They are stated in the form of positive actions which may be carried out by progressive school administrators who wish to further strengthen their secondary school distributive education programs.

1. *Define the objectives and functions of the program more carefully and specifically.* During the past twenty years some distributive education secondary school programs have been started in order to care for such needs as helping students find jobs, supervising students who have jobs, providing the school with a public relations person, or making a follow-up of students who hold work permits and are excused from school. These secondary school needs should be provided for, and in certain situations distributive education coordinators may be in a position to assist others in carrying out these objectives. However, coordinators of such programs may lose sight of the basic vocational objectives which should be developed, interpreted to all concerned with the program, and constantly evaluated in terms of accomplishments.

Cooperative part-time program objectives should be developed cooperatively by school and business personnel, and the student trainees who are involved with the

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program. Little progress can be made, for example, if the principal is not aware of the program objectives and his responsibility for helping to develop and carry them out. A coordinator cannot operate the program as a separate entity.

Objectives should be developed to fit local needs with a resulting variation in specific practices. However, these local and state differences can still be maintained within the broad framework of good sound vocational education objectives.

2. *Interpret the objectives.* Following the careful establishment of distributive education program objectives it is essential that they be discussed, publicized, and interpreted to the many persons involved in the operation of the program. Such activities should result in a team approach to the accomplishment of the established goals. School administrators, coordinators, supervisors, students and employers should be given a chance to participate in the development of the objectives and also should assume some responsibility for understanding, publicizing, and interpreting these goals.

After being carefully written, the objectives should be published in pamphlets, brochures, handbooks, and other printed materials. Coordinators should take every opportunity to verbally inform persons concerned with the program what the objectives are and how each person can contribute to the achievement of these goals. Anyone preparing publicity releases should keep in mind the relationship of these activities to the program objectives.

3. *Involve new individuals and groups.* One of the most significant developments for distributive education during the past few years has been the strong support given throughout America by national, state, and local organizations and individuals to strengthening the program. Such organizations as wholesalers' associations, labor groups, chain store and independent retail organizations, and individuals from these businesses have contributed much time and effort to these programs.

The resulting publicity, contacts by business leaders, and accomplishments by graduates of the cooperative distributive education classes have led to increased recognition of the value of these groups and individuals.

Since these business persons do indicate a desire to assist distributive education, program leaders in the U. S.

"A written list of specific duties makes periodical evaluations and needed changes easier to bring about."

Office of Education, state departments, and local school systems should constantly enlist this outside aid and involve key persons who can help.

Many state and local programs engage these business leaders in advisory committee activities. Individuals may help in the placement of student trainees, management of public relations, and other activities which support the basic program objectives.

4. *Define coordinator's job.* Some new distributive education programs have been started in the past few years in schools where no one is able to determine specifically what the coordinator should do. This situation allowed activities to grow in many directions, some of which did not contribute very much, if anything, to the further development of good distributive education.

In some schools coordinators were given duties and functions to perform which should belong to the attendance officer or extraclass activities director. Vocational counseling and guidance functions are very necessary in a school and can contribute materially to the development of a distributive education program, but a coordinator should not spend most of his time with activities for students not in distributive education classes.

Small schools have also encountered difficulty in defining the coordinator's duties where half time was allocated to the program. Additional duties assigned for the other half often are not carefully examined and designed to take up just half of the time or have no relationship to distributive education.

To avoid the above situations, school administrators, coordinators, and others should carefully define the job. A written list of specific duties makes periodical evaluations and needed changes easier to bring about.

5. *Employ coordinators for ten months or longer.* The trend over the country is to a longer school year. This is especially true in vocational programs. During the early years of program development, most coordinators were employed for a nine month period. As needs developed for preschool and postschool term activities, the total employed time for coordinators has been extended.

Preschool term activities of a coordinator should include establishing improved work stations, organizing curriculum materials, making plans for the year, counseling prospective student enrollees, and preparing publicity materials. Such activities can be more effective if carried on several weeks before classes actually start.

Following the close of school in the spring, coordinators should make follow-up surveys, re-examine accomplishments and objectives, evaluate work stations, write reports, contact employers for full-time placements, order instructional materials and supplies, and prepare to attend any summer workshops or conferences.

6. *Actively assist students in the determination of career objectives.* Much discussion has been devoted to

the organization and operation of guidance services in secondary schools, including vocational guidance. Some schools have made a good start in such areas as occupational information, testing, counseling, and career days. However, not many students are really assisted in the determination of a career objective based on the facts and information available for such purposes.

Too many schools open in the fall with an assembly for all seniors, from which they go to various teachers, including the coordinator, and sign up for classes. This may result in enrolling students in a second period class who already have jobs, or because this class fits a schedule for the rest of the school day, or because the students want some school credit for their work experience.

Rather than allowing such situations to develop, the coordinator should assist in the total vocational guidance activities by informing potential students about the objectives and purposes of distributive education, showing the advantages and disadvantages of a career in distribution, and helping them determine their interests, aptitudes and potentials for a career in this field.

7. *Improve selection and management of work station facilities for trainees.* Another weakness of many distributive education programs has been the placement of students in any part-time job available with little regard for student career objectives or training opportunities provided. Some coordinators still have a meager concept of what should be done in the establishment, management, and evaluation of proper work stations.

All work stations established by the coordinator should provide well-rounded experiences for the trainees, a training plan for the trainee, a definite training sponsor, arrangements for periodical evaluations to be made of student progress, and provision of work experiences which contribute to the student's career objective. Constant efforts should be made to upgrade all work stations.

8. *Change the attitude of school administrators toward vocational education and the importance of distribution.* Some coordinators have developed the reputation for training package wrappers, change makers, and stock room delivery boys. These basic operations are important and should be taught. However, coordinators should also emphasize the more difficult skills and techniques needed for supervisory and management functions of distribution.

School administrators should be further shown the potential for graduates in the field of distribution. Any community has key individuals holding responsible positions in business which would serve as model careers for students to follow. Successful former distributive education graduates should also be encouraged to return and talk with the school administrators and present students with information about the opportunities for a career in the distribution of goods and services.

"Almost every position demands technical skills and special knowledges before satisfactory work can be done."

9. *Relate learning experiences.* A major development in the last ten years which has further strengthened distributive education programs is the local, state, and national program of activities carried on by the youth organizations. In most of the clubs related to retailing, an effort has been made to tie classroom instruction to on-the-job needs and out-of-class experiences. Such contests as business speech, essay writing, spelling, arithmetic, window display judging, and giving sales demonstrations have been very popular. Such learning experiences as are involved with these contests have value for potential distributive workers and help avoid situations where class and out-of-class activities are unrelated.

A word of caution should be given to the coordinator who may overemphasize competitive contests for a few students. Contests should have educational value and be for all students.

10. *Evaluate accomplishments and make changes in accordance with findings.* Another weakness found in programs has been the tendency for practices to crys-

tallize after several years of operation. This situation may result in little further development and improvement in the distributive education program. Excellent criteria listings have been carefully developed by several national groups which may be used by a coordinator and by school administrators for comparing their program to what is considered an ideal one.

In making such a comparison it may be determined that a program should be expanded from one to two years. A number of students may desire advanced merchandising training and experience and need a second year course to meet such a need.

Many other desirable practices have proved valuable for the further improvement and strengthening of cooperative distributive education programs in the secondary schools of America. Many persons will need to continue strong efforts on the further building and strengthening of all phases of distributive education if enrollments are to grow and the total program is to become more effective in a rapidly changing economy.

Concepts of Adult Distributive Education

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CONCEPTS is the key word in the title of this article. It is defined in *Webster's Dictionary* as: "A thought; an opinion. An idea, as distinguished from a percept; also, a mental image of an action or thing." The contributors will adhere closely to this definition.

The history of education in America has been that when new needs in business conditions occurred, corresponding changes followed in our educational systems to meet the changes in business. In colonial times, educational institutions were geared to meet the need of developing ministers. The advent of ship building and trading companies in the colonies brought about a need for keeping accounts, writing business letters and a knowledge of the laws of commerce. These business needs were mirrored in the curriculum of the American academy, the new colonial educational institution which superseded the Latin grammar school.

Changing Distribution

We find that rapid changes in our American methods of retailing, wholesaling, and service businesses have be-

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gun to indicate changes in the patterns of adult education being carried on for employees of distributive organizations. Distributive education is a program of training designed to help management and personnel of various types of distributive businesses do a *better* job of distributing consumer goods and of performing services.

Distribution is becoming more complex. No longer are distributive occupations considered to be jobs or occupations that "anyone can do." Almost every position demands technical skills and special knowledges before satisfactory work can be done. These technical skills and special knowledges can best be developed and learned through a special type of education such as distributive education.

Adult distributive education is designed to improve the abilities of those already in the field of distribution. The economic conditions of our nation demand that we have the very best methods of distribution possible. We can produce and manufacture all the commodities possible and still we will not have prosperity until they are in the ultimate consumer's hands. Distribution must keep up with production and manufacturing in order to have a prosperous nation. Therefore, this important and vital phase of our economic system cannot be left to

"It is being recognized by businessmen that education for their employees is one of their best investments."

chance or haphazard methods. Constant research must be done to keep pace with the fast changes which are taking place in our social and economic order.

Testing and Counseling

There seems to be a trend of courses in testing and counseling for management and supervisors which will aid them in choosing their employees wisely. The purpose of these services is to provide business executives with the knowledge of the proper tests to use and the skill of how to properly administer and interpret them. A great need for adult guidance has been indicated in the President's Commission on Education reports in 1946 and 1956.

The practice of adequately furnishing educational guidance for adult distributive occupations has been given added impetus by losses suffered in high turnover of employees and from inefficiencies of misplaced workers. The continuation of an employee's effective work in a distributive occupation is dependent on his being placed in a job he likes. In order for an employee to be a happy individual, he should be able to set a career goal and be given an opportunity to achieve it. This can probably best be done through a career-planning experience. This should provide him a chance to enroll in a series of courses which will increase his job efficiency and open doors for advancement.

Career planning could probably include some of the following guidance experiences: (1) group testing for interests, aptitudes, and personality traits; (2) the study of vocational information; (3) the use of business, industrial, and professional persons; (4) the use of other guidance agencies available to the class members; (5) the calling together of educational institutional representatives for counsel, to help class members plan their training program; and (6) the meeting with wives or husbands of class members, to discuss the value of an investment in education over a period of years.

It is being recognized by businessmen that education for their employees is one of their best investments. An organized plan of education is a must in the rapidly changing scene of the American system of distribution. Business managers and distributive education personnel, by serious planning and cooperation, can do much to solve many employee problems through a well-developed guidance program.

Adult Education

Distributive education's adult training program is the only one dedicated to the purpose of increasing the efficiency of those who have chosen the distributive occupations as their life's career. Follow-up studies have proven that many individuals and firms over the nation have profited by the various training courses provided. Distributive education must take the initiative and lead out

with a program of training for adults which will in time increase the life span of retail, wholesale and service businesses.

Considering all the good that has been done, there still remains a vast number of small business managers, owners, and other distributive workers who have not taken advantage of the adult distributive education services. Why haven't more people taken advantage of this service? Is it because the courses have not been meeting the needs of those in distributive occupations? No, because in almost every instance where courses have been held, surveys show that those in attendance profited. Could it be the lack of a good public relations program to acquaint potential enrollees of the benefits possible through such a program? No doubt a better public relations program would help. Is it because distributive education personnel and business management have not gotten together and made plans for an effective program of training which will meet the needs of distributive workers? This may be the major factor responsible for lack of interest in many instances. If this is the main problem, how can it be solved satisfactorily? The answer to this is not easy.

To some degree, the cause goes back to the beginning of the distributive education program. Like any other new program, there were many problems demanding attention in order to get it into operation. Among these was the problem of personnel. Everyone familiar with distributive education will agree that, like the distributive occupations, it is not a job just anyone can do. It takes a special kind of person, one who is sold on the vast possibilities of the program, one who is qualified by training and experience in the technical phase of the distributive occupations, and one who has a burning desire to do an outstanding job.

Teacher-coordinators of high school cooperative distributive education programs have a big responsibility in helping to develop and operate an adult program in their towns and cities. Many of them feel that they have done their job when they have executed their duties relative to their high school programs. Many feel no responsibility for adult classes for the distributive workers of their communities. Until this situation has been corrected, the distributive education adult program will not be as effective as it should be.

Local coordinators must become imbued with the spirit of wanting to serve owners and managers of wholesale, retail, and service organizations, and their personnel, with good sound training courses. They must be scheduled by their local school administrators to devote their full time to the training needs, not only of the cooperative part-time high school pupils but to the needs of all the distributive workers in the area for which they are responsible.

Owners and managers of distributive organizations must be brought to the realization that distributive education can help. This is particularly true of small business. This can only be done by producing a good product, then selling it to the prospective customer.

Distributive education must have the best qualified personnel, both technically and professionally, in order to gain and keep the respect of management and its personnel.

People are becoming more conscious of the benefits of education in every field and for every occasion. National, state, and local adult education councils are springing up over the country. Distributive education personnel should take advantage of this trend and participate in every possible way. The more educationally minded people become, the greater demand and opportunity distributive education will have to serve and do the job for which it was intended.

Changing Concepts of Junior College Distributive Education

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California State Department of Education
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THE MOVEMENT toward the establishment of junior colleges in the various states has been an interesting and important development and should be of great concern to all distributive educators.

Dr. James Bryant Conant, former President of Harvard University, speaking of the new role of the junior college said, "A larger rather than a smaller fraction of the youth will in the future enroll in post-high school institutions. But it by no means follows that almost all these students should be accommodated in four-year colleges and universities. There would be no inconsistency with our educational ideals if local, two-year colleges were to enroll as many as half of the boys and girls who wish to engage in formal studies beyond high school."

Apparently the junior college has been recognized as performing an important role by universities and state colleges. This recognition by institutions of higher learning speaks well for the future growth of the junior college. Some persons express a concern that with the expansion of junior colleges less emphasis will be placed on vocational training at the high school level. Perhaps this concern is not unfounded if consideration is given to the fact that there is an active movement under way to raise the average grade level of achievement of all citizens in order to meet the needs of our scientific age.

Level of Training Is Important

Some distributive educators offering cooperative training programs in the high schools may be fearful that these programs will be ruled out in favor of the junior

college and that general education will prevail in grades seven through twelve. These fears seem to be more prevalent in states where the junior college movement has not gained unusual momentum.

We must continually remind ourselves as distributive educators that we have the responsibility to prepare young men and women to successfully enter occupational pursuits, and in so doing we must establish the educational programs at the grade level which will best meet the needs of the student and the occupational area to be served.

It would be shortsighted indeed to not recognize some basic facts about our present problems in distributive education. First, let us remind ourselves that more than 50 per cent of the high school graduates do not continue on to higher education soon after graduation. Of this group, however, there are many who enter junior colleges and other institutions of higher learning on a part-time or full-time basis after having spent some time as employed workers.

Two things seem to be apparent. First, we must prepare students for entry jobs at the high school and the junior college levels and, second, it seems wise to organize educational programs of a different nature at the junior college level to challenge the more mature students who may be preparing for employment or for advancement on their jobs.

The junior college movement has presented a problem of articulation of courses offered at the high school and junior college levels. This is a real challenge for, historically, cooperative training programs have been offered in many states exclusively at the high school level.

Mr. Van Wageningen is chief of the Bureau of Business Education in the California State Department of Education.

Distributive education has a fabulous future in the junior college for a number of reasons. First, the junior college has aims and objectives conducive to its development. In examining a number of junior college catalogues, it is found that these institutions generally assume a definite responsibility to prepare young men and women for occupational competence. These programs are in the fields of business, industrial, and agricultural education. Such training, while intensive, is designed not only to achieve occupational competence, but also to provide opportunities to achieve civic and technical competence and personal adequacy for living. Basically, junior colleges have general and vocational objectives and the vocational objectives are spelled out in some detail in most junior colleges.

The aims and objectives of distributive education are dual in nature. One is to prepare young men and women for occupational competence to render efficient service in the distributive area. The other aim is to improve our system of distribution. It is most likely that improvement of our system of distribution will come largely through efficient, well-trained workers.

Junior College Advantages

The junior college has unique advantages for distributive education. Its authorization is more flexible and it can experiment with specialized offerings. Short or long term, credit or noncredit courses may be offered generally. Classes may be held during the regular day or offered in the evening.

In addition, the junior colleges enroll students over a wide age range. It is not uncommon to have students in classes in evening programs ranging in age from eighteen to sixty-five. In the day division the age range of students in merchandising classes is generally from eighteen to thirty-five.

Junior colleges generally recognize the importance of developing a terminal curriculum to meet the needs of students who will be able to spend either one or two years in the preparation for an occupation. The two-year training program in distributive education at the junior college level is where we have the greatest possible potential. It is generally conceded that if we meet our aims and objectives we will have to broaden our base and greatly enrich our offerings.

Our greatest hope for improving our system of distribution lies in training young men to enter managerial positions through the middle-management level and, in addition, to conduct through the junior colleges or adult schools, classes in supervision, business management, and related courses for retail store managers and their assistants.

Over a period of years it is quite evident that distributive education programs have been geared largely

toward preparing young men and women for entry jobs in the field of retailing. There has been too little attention given to training for advancement to managerial positions. The junior college offers a fertile field to explore this possibility.

There is little question that merchants generally prefer more mature workers. Many retailers use housewives during peak periods as part-time employees. This practice is considered by some to be a threat to cooperative retail training programs. Some junior colleges are operating special cooperative retail training programs for young married women who desire to work in retail stores a few hours each day. With the increase in the number of women entering the labor force will come an acceleration of this practice.

Retailing and Professionalization

Retailing is being referred to more and more as a profession. George Herbert Palmer in his book, *Trades and Professions*, identifies the characteristics of a profession as follows:

Professions in the case of law have three essentials: (1) organization to certify members and control practice, (2) encouragement of learning among its members, and (3) a spirit of public service.

Retail training has a fabulous future in the junior college for it is at this level young men and women can begin their preparation for management positions.

In California, the needs for retail training at the junior college level has had a completely new appraisal. This appraisal has resulted in the development of an educational program identified as The Retail Personnel Development Series. This certificate-type program may be completed in part or in total. The master certificate is awarded after the completion of approximately 140 hours of instruction in the following courses: markup and merchandise planning, retail buying techniques and sales promotion, supervision, human relations, communication, and communication with groups.

The classes are given in the day or evening divisions of the junior colleges and the content has been approved by a state-wide Retail Advisory Committee composed of personnel directors and training officers.

Retail training in the junior colleges brings a great deal of respectability to distributive education. In fact, it would be desirable to make a new appraisal of distributive education courses offered in the high schools and the junior colleges to determine their status in the eyes of the students and the school administrators.

The occupations in distribution have many challenging opportunities for the well-trained person. The educational level of the workers in this area is rising. At the present time the junior colleges offer a fine facility to reach the aims and objectives of distributive education in the years ahead.

UNITED SERVICES

SHORTHAND

MARY ELLEN OLIVERIO, Editor
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ACHIEVING A MORE SUCCESSFUL ROLE FOR STENOGRAPHY IN THE HIGH SCHOOL CURRICULUM

*Contributed by Gloria C. Good, Central Commercial High
School, New York, New York*

TO ACHIEVE a more successful role for stenography in the high schools, an all-out program of effective public relations is recommended before fall schedules are developed. "Selling" students on the study of stenography and keeping students "sold" on its pursuit and the values of their studies should maintain student effort and accomplishment.

The positive aspects of stenography should be brought to the attention of the entire population of the high school. Topics such as, Why study stenography? Who studies stenography? and What is stenography? should be stressed in as many ways and through as many media as feasible.

News about graduates and their utilization of stenography or shorthand is always pertinent and an excellent motivating device. Publicizing the excellent teaching and educational background of stenography teachers is good public relations. It should be common knowledge that teachers of stenography are modern, fair-minded, and interesting people.

Details of the course content and curriculum in stenography including the goals and objectives, related learning of peripheral skills, and personality development should point up the values of learning this practical skill subject.

The entire population of the high school should realize that (1) effective performance and knowledge of stenography or shorthand can help in the achievement of better grades in many other subjects through personal-use applications, (2) stenography students are given effective training in achieving vocational objectives, and (3) the

EDITOR'S NOTE: Miss Good was employed in public relations and advertising prior to becoming a teacher. She incorporates in this article some applications of public relations that are appropriate for business teachers in telling the story of stenography.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

business education department's guidance service is always available to assist with individual needs and problems.

Examples of what can be told include:

1. Fifty percent of the high school's advanced stenography students can take dictation at 100 words a minute.
2. A large percentage of stenography students have part-time jobs utilizing their knowledge of this subject.
3. Graduates who have achieved good jobs or gone on to greater scholastic and other achievements utilizing their stenographic skill.
4. Achievements and activities of stenography teachers; that is, magazine articles, participation in community affairs, speaking engagements, and extraclass activities.
5. High standing of school's stenography students in comparison to other schools in the community. Results of honors, contests, and competitions.
6. Specific volunteer work of stenography students that aids the community and school.
7. Demonstrations of stenographic skill and short-cuts by students and outside experts.
8. Organized placement service for stenography students.
9. Program of cooperation with business and community; for example, advisory council, standards, and field trips.
10. Open school week, open house.

Ways and means of conveying the stenography story include:

1. News releases to school and community newspapers, radio and television stations, and other media.
2. Feature stories to school and community newspapers, radio and television stations, and other media.
3. Bulletin board displays in school and community.
4. Programs, skits on local television and radio stations, and at community gatherings and functions.
5. Assembly programs of plays, skits, and demonstrations.
6. Field visits to business offices.

(Please turn to page 31)

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TYPEWRITING

RUSSELL HOSLER, Editor
University of Wisconsin
Madison, Wisconsin

STUDENT STENOGRAPHERS OPERATE A SCHOOL TYPEWRITING SERVICE

*Contributed by Stella Rogers, Bellevue High School,
Bellevue, Washington*

TO SOLVE the problem of doing extra typewriting and duplicating jobs by making them a challenge instead of a chore, an unusual group known as the Student Stenos was organized three years ago in the contributor's school with six volunteers. Last year, the third year of operation, thirteen members worked at least one hour every day (during study hall) typewriting and duplicating for the high school office, the faculty, the school organizations, individual students, and members of the community. They worked at least 2900 hours (equivalent to the time spent by one and a half full-time secretaries working eight hours a day for one year). For this they received no credit or grade—just the satisfaction of learning and the desire to be of service.

Top business education students are invited to try out for membership in this unique club. After a trial period of approximately two months, the regular members of the group vote to decide how many of the prospective members are to be accepted. They are selected not only for the quality of their stenographic work but for their dependability, attention to details, and their ability to work harmoniously with the other members of the group.

The work done by the students includes the typewriting and duplicating of all material (tests, class exercises, and others) requested by the faculty members; typewriting and duplicating of materials for the high school office; typewriting or duplicating any work requested by school organizations or individual students for a reasonable fee to cover the cost of materials and labor; and typewriting and duplicating for members of the community (clubs, churches, and other groups) for a reasonable fee.

All supplies used for work involving a charge are ordered and paid for from the treasury of the club. A complete record of all materials used and all charges made are kept by the club secretary-treasurer who usually has had some training in bookkeeping principles.

During the past school year (1956-57), a total of 441.5 reams of paper (amounting to 210,406 sheets of paper) were duplicated. Of this, 118.6 reams (59,318 sheets) were liquid process and 322.9 reams (161,088 sheets) were stencil process. Approximately twenty-eight per cent of this work involved outside work for which charges were made, bills were prepared, and materials were ordered and paid for by the club members.

A special procedure was devised to handle requests for work to be done. A work request form is filled out for each job that is requested. This gives all the details

concerning the work (job number, the work to be done, number of copies, liquid process or stencil process, for whom the work is done, date of completion, girl working on the job, when completed, and so on). These work request slips are placed on a bulletin board. Each day the club president (vice-president if the president is absent) checks through these slips, determines which have priority, and then assigns the work to the students at the beginning of the Student Stenos' work period—they all work during the same study hall period. The president must check to be sure that all deadlines are met. Often arrangements must be made for a member to work before or after school to complete the job on time. When a job has been completed, the work request form is filed.

The club members buy equipment with the money that is remaining in the treasury after all bills for materials have been paid. Last year, they tried out several machines and decided to use the money to purchase a typewriter with a long carriage and special type suitable for preparing school programs. Now they are planning the purchase of another new typewriter. This plan gives the members a constructive goal and an incentive for earning money; it also results in a feeling of pride and appreciation of their equipment.

As was mentioned before, for all work involving a charge a bill is prepared in duplicate. The original is presented with the completed work. The duplicate goes to the treasurer who puts the copy in the accounts receivable folder if it is unpaid or in the accounts receivable paid folder as soon as it has been paid. At the end of the month, the treasurer goes through the folder of unpaid accounts receivable and prepares a statement for all unpaid accounts.

A purchase order form is used for all materials purchased. This gives important facts regarding the order—when ordered, when received, amount, when paid, who ordered, plus an itemized list of the items ordered. This enables the treasurer to know at all times what has been ordered, what the club owes, what the club has paid, and other pertinent information.

"Trifles make perfection, but perfection is no trifle" is the motto of the club members. They strive not only to meet every deadline but to do flawless work. They are severe critics of their own work. Organization of time and work is stressed.

The Student Stenos are staunch supporters of their club. They feel that the work experience has been extremely valuable from the standpoint of learning good work habits, perfecting valuable skills, and developing desirable personality traits. Whether the Student Stenos become secretaries, stenographers, bookkeepers, teachers, or housewives, the valuable experience and lessons learned in Student Stenos will help them in the future.

ROBERT BRIGGS, Editor
University of Washington
Seattle, Washington

THE TEACHER'S ROLE IN STUDENT UNDERSTANDING OF THE CLOSING ENTRIES

Contributed by Lowell J. Schroeder, East High School, Sioux City, Iowa

A RECENT EXAMINATION of some high school textbooks in bookkeeping reveals that from five to ten per cent of each book is used to explain and illustrate the closing entries in different situations. Are the closing entries that important on the secondary level, and is that amount of space necessary to attempt to explain the closing process? Should a textbook author try to explain and illustrate the whole closing process, or should he present only the minimum and expect the teacher to supplement? If the book is elaborate enough to explain and illustrate adequately all that is necessary, the student gets lost in the maze of detail; while, on the other hand, if the textbook is short and to the point, the student does not conceive the whole picture.

A Part of Bookkeeping Theory

There are persons who will argue that closing entries should not be taught at all on the high school level because they will probably never be used by those who learn them. Others frequently maintain that much of the closing process is learned by rote, and therefore has little value. To a certain degree both of these criticisms may be justified. But, the fact remains that many high school graduates of bookkeeping courses are making closing entries every day; and some of them, no doubt, were taught by rote. Furthermore, is it possible that properly supplemented rote learning may have some value, even in the teaching of closing entries? The fact also remains, regardless of what personal convictions an individual may have, that thousands of teen-age boys and girls *are* being taught bookkeeping in our schools every day and most of them *are* being exposed to that process known as "closing the books." So long as that condition exists, it behooves the teacher of bookkeeping to do the best possible job with these students, whether they plan to go to college, to go into business, or to hunt big game in Africa. If the closing entries are properly taught, and their relationship to the entire bookkeeping procedure correctly established, the specific ultimate use of the bookkeeping knowledge will not be so important. Once students get the over-all concept of what they are doing in bookkeeping and understand why each phase is necessary in order to bring that portion of the whole picture into focus, then high school bookkeeping takes on added meaning.

It is particularly desirable that closing entries should be taught in relation to the entire picture. Because it is

frequently taught as an isolated unit, many students think of the closing entries as a certain number of transactions to be learned or memorized. If an identical situation always prevailed, that procedure might be all right; but unfortunately for those people, conditions are constantly changing.

Specifically, then, before the teaching of closing entries should be attempted, the student should have a good working knowledge of how to journalize simple transactions, should know how these transactions affect the ledger, and should be able to check for balances. Given a trial balance or a mass of data taken therefrom, the student should be able to extract what is necessary to make up a simple financial statement. With this background, the sequence for teaching the closing process begins to take form. A week or so before the closing entries are to be taught, two or three closing entries should be assigned for study. Explain carefully that the entries may not mean much at the time, but that they will be "tied in" later with variations. This assignment is quite important for two reasons: (1) it seems to develop a "mental readiness" for the new unit, and (2) it gives the teacher an opportunity to explain that many closing entries will not be like those from the textbook. Most students will grasp almost immediately the idea that the closing process is "bigger" than just the entries, and they will quickly discover that no two closings need be alike.

When the time comes to teach the closing entries the first time, the students should listen only. The closing of a simple business should be worked out on the board with an example from the community. There are many times when a former member of the class can be used in the illustration. The highlights of this portion of the day's session might be something like this: "Susie, (who used to sit right here) is now working down the street for the Smith Electric Company. It is a small business, as you probably know; therefore she is bookkeeper, cashier, saleswoman, telephone girl, office manager, and so on. Those of you who are acquainted with Susie know that she is conscientious, and does not rest well if her work is not perfect. The first month that Susie worked at her new job was an interesting one, and her experience at the end of that month illustrates beautifully the phase of bookkeeping we are about to study. By coincidence the last day of the month fell on Saturday and the shop closed at noon. Susie worked hard Saturday morning. Her trial balance balanced, and every account in the ledger reflected the truth insofar as Susie could determine. (Take each account in the illustration on the board and prove that point.) When she put the books

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BOOKKEEPING AND ACCOUNTING

in the safe, put on her hat and coat, and locked the front door, Susie was a contented and happy girl because she knew she was doing a good job for her employer.

"Monday morning came all too soon, but conscientious Susie was on the job several minutes before the shop was supposed to open. It was a new week, a new month, and a *new fiscal period*. What about the books? Were they still correct? She took them from the safe. The cash was still the same. The accounts receivable had not changed. But last month's sales could not be income for this month. Last month's rent payment could not be an expense for this month. (Check each of the accounts on the board.) Some changes would have to be made."

At this point the entries that the students were asked to study can be introduced. Keep emphasizing and explaining *why* each entry is made and what effect that entry will have on the bookkeeping picture. Use colored chalk to separate the different types of accounts, and the different entries. Dramatize!

The next day have a different business or situation set up on the board. Have the students sketch out the same situation at their seats. Then go through the whole process the same way as the day before, except that the students will work it out along with the teacher. Indi-

vidual students will be called upon to try to explain why they are doing what they are doing. This is their opportunity to question and discuss. They will begin to realize that they are applying a principle which will give a clearer and more correct picture of a situation, rather than repeating something they may have thought was just rote-learning. It is at about this point that the attitude of the class will change from Why do we have to learn these entries? to We see now why this process is necessary to get a true and complete picture at a certain time. That attitude will really take over the next day when the instructor has another new situation waiting on the board and the students go to work on it, with the teacher supervising only. The following day the instructor should assign each student a different problem, one covering all phases of the work studied at that point. This will fit the closing process into its proper place in relation to the whole bookkeeping picture.

This procedure does require a great deal of outside preparation on the part of the teacher. However, it also reduces materially the amount of individual remedial help usually necessary at this time. This procedure does not guarantee perfect results, but it has been tested and the results are usually quite rewarding.

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WAYNE HOUSE, Editor
University of Nebraska
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A NEW DEVELOPMENT IN THE CONTENT OF CLERICAL PRACTICE

Contributed by Jeffrey R. Stewart, Virginia Polytechnic Institute, Blacksburg, Virginia

OF THE 2066 pages in the five leading clerical practice textbooks on the market, 409 pages are devoted to "general education." Other topics and the number of pages devoted to them are recordkeeping, 313; filing, 307; telephone and other communication devices, 166; mailing, 150; clerical arithmetic, 116; routine letter writing, 104; office machines, 86; clerical typewriting, 47; personality development, 46; and miscellaneous, 322.

The question to be answered after looking at these statistics is, "On what basis did the authors determine the content to be stressed the most, and how did they determine the relative importance of these areas in writing what was supposedly a comprehensive textbook on clerical practice?" Before answering this question, we must assume that:

1. The number of pages devoted to a topic may be considered a *general* indication of the amount of time the author considers should be spent on that topic. Therefore, it is usually an indication of the relative importance, *in a school situation*, that the author places on it. This assumption must be qualified by saying that space devoted to a topic may vary for reasons other than relative importance, although the latter seems to have the predominant influence.

2. The percentage of time that a clerical employee spends in a particular kind of work *on the job* should not necessarily coincide with the amount of time that a clerical practice student spends in preparing for that kind of work *in a clerical practice course*. There are several reasons for this assumption, among which are: (a) the fact that some office equipment is extremely complex, expensive, and better learned after employment while other office equipment is extremely simple and requires little or no training; and (b) general subject matter which is parallel to practical office tasks must be taught in the schools, with a consumption of time in class which would not be consumed on the job. For example, such activities as remedial spelling, English, arithmetic, and reading occupy time in the classroom which is not consumed in the office.

3. Occupational surveys are helpful in telling educators which areas of clerical work are suited to a school situation and which of these deserve the most emphasis considering the need and the amount of skill required to carry out the task. The process of transferring the results of clerical occupational surveys to practical classroom use is the job of business teachers and this process

involves mental decisions rather than mechanical transfers. Teachers have to get the occupational facts and then arrive at decisions based on both these facts and educational theory. They must not be slaves to occupational facts alone. There is a game of strategy—one of constant decision-making to produce the maximum result both in terms of the needs of business and, more important, the needs of their students. They must also project their thinking into the future, realizing that their students will be working for the majority of their lives in a different occupational environment than is revealed by present surveys.

To get back to the question, the answer now seems evident. The authors used their own judgment based on such things as (1) experience, (2) research, (3) occupational surveys, and (4) educational theory in determining the areas of subject matter to be stressed the most and their relative importance.

For a given community, then, we might say that a general clerical course will better serve the needs of business and students as these four factors are better implemented by business teachers. If there were a device with which we could combine these four variables into an "opinion value" of leading business teachers, a large step will have been taken in the direction of making clerical practice courses meet the requirements of a given community.

An experimental "gaming device" has been created to determine the marginal utility value that leaders in the field of clerical practice place on several subject areas. Let us consider the following six "units" or "areas" which are found in most clerical practice courses: filing, recordkeeping, clerical arithmetic, office machines, communications, and mailing.

Suppose you were given this problem: Rank these items in order of importance. Your list might be (1) office machines, (2) filing, (3) communications, (4) recordkeeping, (5) clerical arithmetic, and (6) mailing. But what good is this list? How can it be used? It only tells the order of importance; but what about the relative importance, for example, of office machines to filing? How much more important is item one than item two as compared with the importance of item one over item three? For example, if you were offered three modes of transportation and were asked to list them in your order of preference, the list might be (1) Cadillac, (2) Lincoln, and (3) bicycle. In such a list, all we know is that you prefer a Cadillac over a Lincoln and a bicycle, and a Lincoln over a bicycle. We do not know how much more important the Cadillac is than the Lincoln as compared with the importance of the Lincoln over the bicycle. These questions are very difficult to answer, and yet much of our current research involves the "ranking"

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GENERAL CLERICAL

or placing in order of subjects, personality traits, and the like. Suppose that you were approached in this manner concerning two of the six items previously mentioned!

Utility Measurement

As a teacher of a clerical course in your school, the publisher of your textbook has told you that certain topics would be eliminated from the book. Suppose he gave you the following two alternatives in choosing which subject matter would be left out:

Alternative 1: You may draw one card from a hat containing 10 cards on which is written either, "nothing will be taken out" or "all subject matter relating to *filng and office machines* will be taken out." The publisher will do what is written on the card.

Alternative 2: You may choose not to draw a card, and the publisher will take out of the book all subject matter relating to *filng*.

In each of the eleven cases below, indicate which of the above two alternatives you would choose by placing a check mark in the appropriate column:

	THE HAT CONTAINS	I would prefer to draw a card	I would prefer to have the publisher take out <i>filng</i>
1st Case	10 cards marked "nothing will be taken out" 0 cards marked " <i>filng and office machines</i> will be taken out"		
2nd Case	9 cards marked "nothing will be taken out" 1 card marked " <i>filng and office machines</i> will be taken out"		
3rd Case	8 cards marked "nothing will be taken out" 2 cards marked " <i>filng and office machines</i> will be taken out"		
4th Case	7 cards marked "nothing will be taken out" 3 cards marked " <i>filng and office machines</i> will be taken out"		
5th Case	6 cards marked "nothing will be taken out" 4 cards marked " <i>filng and office machines</i> will be taken out"		
6th Case	5 cards marked "nothing will be taken out" 5 cards marked " <i>filng and office machines</i> will be taken out"		
7th Case	4 cards marked "nothing will be taken out" 6 cards marked " <i>filng and office machines</i> will be taken out"		
8th Case	3 cards marked "nothing will be taken out" 7 cards marked " <i>filng and office machines</i> will be taken out"		

9th Case	2 cards marked "nothing will be taken out" 8 cards marked " <i>filng and office machines</i> will be taken out"		
10th Case	1 card marked "nothing will be taken out" 9 cards marked " <i>filng and office machines</i> will be taken out"		
11th Case	0 cards marked "nothing will be taken out" 10 cards marked " <i>filng and office machines</i> will be taken out"		

If we use the remaining four topics in this "game" alternately in place of recordkeeping, it is possible mathematically to come up with something that looks like this: (1) office machines—19.12, (2) communications—17.06, (3) recordkeeping—16.29, and (4) mailing—13.79. As a check on our "measuring stick" *filng*, we will want to use another topic in its place for the other five topics. Then, in relation to recordkeeping, our utility values may look like this: (1) office machines—26.67, (2) communications—19.42, (3) recordkeeping—19.19, and (4) mailing—17.76.

Notice that although the numbers are not the same, their relationships to each other in the respective series are approximately the same. We may assume that these values can now be used to answer our previously unanswerable questions. (a) There is a large "gap" between item one and two in each case. (b) Items two and three are very close together in both cases. (c) Items three and four are separated by another "gap" in both cases. This device has several apparent advantages over the simple ranking of items:

1. It does not place arbitrary "weights" on the items for statistical comparison.

2. Items in a list can be given fair evaluation and fairer emphasis because of their relative "spacing."

3. The value or utility of "top" and "bottom" items can now be seen. Thus, ten items in a list which are all *unimportant* to the person ranking them will show up as such, and ten items on a list which are all very *important* to the person ranking them will also show up as such. Heretofore, it might have appeared that the top item is very important and the bottom one very unimportant in every case.

4. It can be tested for internal validation by using different "base" items, and checking for consistency in both order and magnitude of the utility values.

If business teachers find it difficult to determine the course content for clerical practice, or any other course, this device might well be used as one measure of the value of various "units" to be used in such courses.

FLOYD CRANK, Editor
University of Illinois
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PERSONAL FINANCE FOR THE CAREER GIRL

Contributed by Marie Hoerner, Dundee Community High School, Carpentersville, Illinois

A CAREER GIRL cannot be completely successful until she has learned to manage her finances. She must be able to gain satisfaction from the proper use of her pay check. Not only must her present needs and desires be satisfied, but her future financial requirements must be planned in such a way that emergencies will cause only slight delays in reaching predetermined goals. She needs to become familiar with efficient budgeting procedures, sound buying habits, desirable credit practices, safe and profitable investments, and the types of insurance best suited to her needs.

A unit in personal finance should be flexible, adjust easily to the classroom situation, and be used effectively either for a short or a long period of time. It may be taught as a group project, as a series of individual projects, or organized as a combination of the two. Thus, it seems very logical to integrate personal finance with an office practice course. This was done at Dundee Community High School with the following objectives in mind: (a) to establish personal goals and determine the importance of each, (b) to analyze needs and wants, (c) to learn the mechanics of budgeting, (d) to develop ability to make wise choices in the selection of merchandise, (e) to develop specific buying techniques, (f) to acquaint students with sources of consumer information, (g) to learn the importance of saving and the agencies where money can be deposited or invested safely and wisely, (h) to know the advantages and disadvantages of the different types of investments, (i) to understand the effect of credit on personal lives and on the national economy, (j) to understand how to use credit intelligently, (k) to know the different credit agencies, (l) to understand true interest rate, and (m) to learn the various types of insurance and to develop an individualized

The class was organized as a company with the necessary officers and assistant officers. Students elected officers, obtained information from outside sources regarding the average wages prevailing in the community and the general organization of an office, developed a list of positions with the required duties, set the weekly wage for each type of position, and duplicated the forms necessary for the operation of the business.

The *personnel manager* "hired" each employee by having her fill out an application, a withholding exemption certificate, and an application for social security number.

Work was done on a weekly rotation basis. When a student became assistant payroll clerk, assistant purchasing agent, advertising manager, or assistant advertising manager, she worked on personal finance materials.

The *advertising manager* was responsible for the bulletin board displays. One panel of the board was devoted to company activities in general and the other to the things a career girl should consider in her financial planning. Each week's display was planned entirely by students. The result, of course, was many interesting and informative displays. The advertising manager was also responsible for school newspaper articles regarding the activities of the company.

The *assistant advertising manager* duplicated worthwhile information for the other employees. In some cases, the information was typewritten; in others, it was presented in the form of pictures. Materials on financial planning included rating charts, good grooming suggestions, writing and endorsing checks, reasons for saving, places to invest money, need for insurance, buying on credit versus paying cash, and the cost of installment buying.

Visual aids that were used included films, a flannel board maintained by the *manager* of the company, a stabile in the form of a "money tree," and a wagon of "money" showing a person's needs and extra wants.

The *assistant payroll clerk* and the *assistant purchasing agent* studied finance materials when their other duties were finished.

Through the cooperation and untiring efforts of the school librarian, an ample supply of good reading materials was available in the classroom. Most students took notes as they read, and these notes and other materials obtained during the course of the year became a part of their financial planning notebooks.

The *treasurer* of the company provided each employee with a withholding statement showing total wages and total income tax withheld. She also provided long and short income tax forms so that income could be reported.

The major portion of the work was done on an individual basis. There were occasions, however, when the employees met as a group. At several of these sessions films were shown in the areas of social security, budgeting, wise buying, banking, credit, and installment buying. On the day preceding the showing of each film, an inter-office memorandum was dictated to the secretary to the manager. These film reviews enabled students to acquaint themselves with the films in advance.

Other general sessions were held to hear an officer of a savings and loan association, and to discuss true interest rate, the financial page of a newspaper, applications for charge accounts, installment contracts, insurance con-

(Please turn to page 29)

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

J. CURTIS HALL, Editor
Alabama Polytechnic Institute
Auburn, Alabama

STUDENTS LEARN ABOUT STANDARDS THROUGH OFFICE VISITS

Contributed by Mary L. Bell and Russell Sickelbower,
San Francisco State College, San Francisco, California

THE ATTENTION which has been given to work measurement both in the classroom and in business indicates that standards of the office cannot easily be studied and observed in an exact way. Office production is more difficult to measure than factory output because units of measurement vary, and measurement based upon the relationships between people and machines is complicated and involved.

Because standards cannot be observed in most hurried tours of offices, the planning and preparation for a visit to observe standards in action must be more thorough than that preceding most office visits. Usually such a visit will be concerned with the details of a job rather than with an over-view of many jobs and office operations. Plans for the visit to learn about standards must be worked out thoughtfully in a detailed way. The nature of the material to be observed may indicate that in some instances students may be able to learn more through prearranged individual visits during which they may observe closely one or two workers for a half day or more.

Preplanning for the Visit

Before a class visits the office, standards of acceptable performance should be discussed. Students must be taught to look for evidences of standards of different kinds. Students must be helped to understand that there is an effort to measure objectively the work of office employees but that complete objectivity is often impossible.

The firm and the operators to be observed must be selected carefully. A simple tour through a series of offices in one or two hours cannot provide opportunity for careful and valuable observation of standards. To learn about standards in a transcription pool, students may need to spend several hours observing sustained production, appearance of completed transcript, proofreading, and correcting techniques. In some jobs, long periods of close observation may not be required. Production on a key-driven calculator can be measured objectively and, to the student who already knows comptometry, prolonged observation may not offer any new understanding of standards. The same would be true of a long period spent in observing a typist whose production is measured, for example, in terms of cyclometer strokes. However, as more varied skills and activities are introduced into any office task, longer and closer observation is required for learning about standards.

Standards that students may observe in offices may be classified for convenience of communication as *objective*

and *subjective*. Although most office tasks cannot be measured with complete objectivity, many do lend themselves to some form of exact measurement. Business has not yet learned to measure the subjective elements by a uniform quantitative method. On the other hand, those aspects of office production which are most closely connected with the human element can be measured with some degree of exactness.

Objective Standards. Objective standards are those for which business has devised some form of unit of measurement, such as sales tickets audited in an hour, lines typewritten in an hour, and cards punched in an hour. Objective standards involve qualitative assessments stated in terms of per cent of allowable error or per cent of accuracy.

As a previsit introduction to business standards, the concept of work measurement as used in most offices today can be introduced. Businessmen concerned with mounting demands on their organization for increased paper work feel that a satisfactory means for measuring work is the main tool for achieving office economies. This tool should measure not only the quantity of output from an office but also the quality of the output. Students are very much aware of the practical aspect of this application of work measurement as it applies to their work in the classroom. It can be pointed out that in business this often is the basis for computing the earnings of employees.

But how is office work measured? The problem is one of breaking the amount of work done into its components known as *units of work*. A unit of work for a typist may be so many lines of typewritten material, or it may be the number of square inches of typewritten material, or it may be the number of cyclometer strokes per hour or day. For an invoice checker the unit of work may be the individual invoice; for a billing machine operator, the individual statement.

Students should know that standards vary with the type and complexity of work being done. They should also realize that much attention is being directed to accurate work measurement in the modern office where emphasis is placed on one-time writing incidental to many office systems and inherent in the concept of integrated data processing. The unit of work may be the initial document which started the chain of paper processing such as the order placed by a customer over the telephone, the sales ticket, or the order received from a salesman through the mail. In this case, the order typist may at the same time typewrite the invoice, the posting copy, the order, the packing list, and the shipping label. And in addition, she may create as a by-product a punched tape which can be used for further processing of the data.

OFFICE STANDARDS AND
COOPERATION WITH BUSINESS

The students can thus realize that complete accuracy is essential and that a former standard which was based on the individual operations performed by various typists no longer applies. A new standard in which accuracy is paramount has emerged. By knowing something of what is happening in business paper work processing, the student can judge better for himself the standards of production which he sees and observes on the job, and which he in time may be expected to maintain.

Subjective Standards. Work habits, co-operation, and personal traits of many kinds are attributes of the employee which the firm measures, but only in rating scales

has any attempt been made to measure traits in uniform ways. Personality tests are frequently administered. These tests, although helpful, have not yet been developed to the point where the results provide the degrees of validity and reliability which employers require in all cases. The literature on the subject in professional journals of both business and education indicates that there is little agreement regarding which personality traits are factors of primary importance in the selection and retention of employees.

Although co-operation, grammar, costume, and other elements of business comportment cannot be measured with exactness, students can learn much about acceptable office behavior through office visits. With extended periods of observation they can learn more about how people work together, the characteristics of operations which allow individuals to sustain production for long periods of time, and the manner in which successful employees identify themselves with the work they perform. During brief office visits, however, alert students can learn much about speech, posture, courtesy, and grooming demanded in the office. They observe the contrast between the loud and informal communication accepted among their peers in non-office situations and the refined, businesslike communication so essential to the well-run office.

In Conclusion

As in the utilization of any other teaching aid, the office visit must be carefully planned in terms of the objectives of the class, the efficiency of the method, and the observations that are possible if the students are to learn about office standards. Discussions and detailed preparation concerning standards and standard setting should precede the visit. Standards to be observed must be defined, classified, and understood. Observations concerning these standards should again be discussed after the office visit.

Basic Business

(Continued from page 27)

tracts and applications, and to measure the effectiveness of the financial planning unit.

The project was not just another unit of instruction to give students something to do; it was a vital and important part of the course, receiving a great deal of attention and careful planning. It was of value because it gave students a chance to consider all aspects of the financial problems which they will face in future years. It gave them a chance to exercise initiative and to develop responsibility. Poor students and good students alike could find something of interest within the range of their abilities, and all could feel they were contributing something of importance to the work as a whole.

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DOROTHY VEON, Editor
The Pennsylvania State University
University Park, Pennsylvania

EDUCATION IN MEXICO—PART II

Contributed by Ruth I. Anderson, North Texas State College, Denton, Texas

TODAY MEXICO NEEDS at least 50,000 rural schools served by 100,000 teachers. This need will not be filled in the near future; probably not for generations. In spite of all the government's efforts to reduce illiteracy, between 1930 and 1940 the birth rate outstripped their educational efforts. In 1940 there were more illiterates than in 1930. It is estimated that at least thirty-eight per cent of the Mexican people are illiterate. Today thirty-three per cent of the national income is being spent for education.

The Mexican educational system now has the rural school, the urban primary, the urban secondary school, the national normal school, the rural traveling normal school, the technological institute, the National University, and six regional universities. But, by American standards they are understaffed and poorly equipped. The teachers are generally underpaid and many work at other tasks.

Mexico has a 6-3-2-5 school system. The six years of grammar school are compulsory for all Mexicans. The next period of education is three years in junior and senior high school (equivalent to our seventh, eighth, and ninth grades). The two-year preparatory period corresponds to our tenth and eleventh grades. The next phase of education is five years in technical school or college. After the grammar school level, if a student does not make a certain percentage he is immediately dropped from school. If such a student wishes to continue, before he may do so he must attend a private school to study and then pass tests in those areas which he had failed. As the public schools cannot accommodate all their own Mexican students, Americans are expected to enter their children in private schools.

For those students who have completed nine years of schooling and are not preparing for college there is provided the National Polytechnic Institute in the Federal District. These students receive room, board, and an allowance—all at government expense.

Teacher preparation for the public-school teacher includes the usual six-year elementary course, the three-year junior and senior high school course; and four years in training at the Mexican Normal School in Mexico City. (This would be the equivalent of one year of college in the United States.) A full professor at the Tech-

nological Institute at Monterrey, by United States' standards, had the equivalent of only two years of college. Teachers are expected to attend summer sessions every other summer.

The Institute of Technology at Monterrey was founded in 1943, and is located outside the city at the end of the Huajuca Canyon. This school has a junior high, senior high, and college division. During the winter term 3500 male students are enrolled with about twenty-five females, but during the summer session these figures are almost reversed. The boys study languages and engineering while the girls' course of study includes arts and crafts, folk dancing, and literature.

Classrooms are small and seldom does a class have more than twenty-five students. The annual cost per student is 10,000 pesos. Part of this cost is underwritten by the three largest businesses in Monterrey. If a student fails in more than two subjects, he must drop out. Five years' attendance is necessary to obtain a degree.

The Institute conducts an exchange program with colleges in the United States. Exchange students receive support from three sources: (1) United States scholarships, (2) the Technological Institute, and (3) the National Bank of Mexico. The Institute has 290 professors. It is accredited by the Southern Association of Colleges and Secondary Schools, the Association of Texas Colleges, and the International Association of Universities.

The specialties of the college are Mexican history and the Indian language. The Institute has intensive courses in the Spanish and English languages, Spanish and Latin American Literature, geography, history, mathematics, Mexican folklore, and others. Some courses are offered in business administration but none in business education. The school also has graduate work leading to the degrees of Master of Arts in Spanish Language, Spanish and Latin American History, and Spanish and Latin American Literature.

The library has some 8000 volumes of the history of Mexico, containing rare illustrations and first editions of the 16th century. Among these is the best collection of prints and manuscripts of the indigenous languages of Mexico.

The University of Mexico is the oldest but most modern university in America, established in 1551. The buildings were originally scattered throughout the downtown area of Mexico City. In 1910 when the university was reorganized, the idea of University City was conceived. Today the university covers seven square miles and will accommodate 35,000 students. The summer sessions are especially planned for English-speaking students. If a student is out of the university for as long as two years, he loses all his credits and must begin over should he re-enter.

EDITOR'S NOTE: This is the second in a series of two articles. Part one (March 1958) dealt with the historical background of the development of education in Mexico and part two is devoted to the present-day educational program in Mexico.

Each school has its own elevated lecture room or auditorium and its own cafeteria. In one of the lecture rooms each seat is equipped with an individual speaker and in the front, seats are arranged in a half circle for interpreters to translate to the students. The university does offer some classes in business education as well as business administration. However, much of the equipment such as typewriters, while in good condition, is antiquated.

While illiteracy in Mexico has been greatly reduced in the past twenty-five years, more than half of the people over ten years of age are illiterate. The crying need is for expansion of the Mexican rural school, both in number of schools and in years of attendance. How soon this need will be met no one knows. Undoubtedly, it will require several generations. Actually the basic problem is poverty. The problem of education in Mexico cannot be solved until a way has been found to relieve the poverty of the Mexican people.

Shorthand

(Continued from page 21)

7. Program of cooperation with business and community leaders.

8. Business-teacher-student advisory council and interchange of ideas and standards.

9. Guidance, placement, and follow-up of students.

10. Closer direct contact between stenography teachers and students.

11. Audio-visual aids used in business education department and shown to the remainder of the high school population whenever of public relations value.

12. Demonstrations by students, teachers, and outsiders.

13. Invitations to other departments and all students to observe stenography classroom activities.

14. Competitions, contests, and awards.

15. Program of cooperation between high school business education department and the business education departments of other high schools in the community.

16. Program of information, guidance and interchange of ideas between school's business education department, and elementary and advanced schools in the community.

17. Graduate seminars and clinics, and adult education.

18. Extra tutoring program for "slow" students in stenography.

19. Extraclass clubs, special projects, and "student-secretaries."

The telling, emphasizing, and retelling of the stenography story should keenly interest students in this vital subject. The enhanced prestige of learning shorthand should make for larger enrollment of highly motivated and enthusiastic students. Stenography deserves an important position in the high school curriculum.

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National Council

UBEA President Dorothy Travis, University of North Dakota and Central High School, Grand Forks, North Dakota, presided at the annual meeting of the National Council for Business Education in Chicago in February. The group heard enthusiastic reports of programs and plans from the presidents of the Divisions—research, teacher education, international, and administrators—and regional organizations of UBEA.

Chairmen of standing and special committees told of the work of their groups and outlined plans for future activities. Progress on the unification program whereby the Eastern Business Teachers Association and National Business Teachers Association might become regions of UBEA was reviewed. E. C. McGill was named to represent UBEA at a meeting of representatives of the various regional associations scheduled for Chicago prior to the spring meetings of the NBTA Executive Committee and the EBTA Executive Committee.

Among the many items of new business considered was the resolution passed by the Southern Business Education Association that urged UBEA to take the leadership in establishing a National Commission to redefine the important role of business education in our total educational program and develop recommendations for achieving that goal. In response to this proposal, the Council passed the following motion: "That a Business Education Policies Commission be established to determine purposes, publish and disseminate from time to time statements of proposed policy regarding the conduct of business education in the United States."

Office Standards Studied

Louis C. Nanassy represented the UBEA at a National Standards Committee meeting held recently in New York City. The purpose of the meeting was to discuss ways and means of improving the office standards program with a view toward producing and publishing the standards needed in the office management field. The meeting was attended by members of the National Standards Committee, American Standards Association Committee, and representatives of the National Office Management Association. Dr. Nanassy, one of the three representatives to the National Council of UBEA from the Eastern Region, is at New Jersey State Teachers College.

Evaluative Criteria

The United Business Education Association again has been requested to represent business education on a project of national importance. R. D. Matthews, Director of the Revision Program of the Cooperative Study of Secondary-School Standards, has asked UBEA to assume the responsibility for recommending changes in the Section D-4 of *Evaluative Criteria—Business Education*.

The *Evaluative Criteria* forms have been used throughout the country since 1936 as the basis by which secondary schools are evaluated. The last revision date for these materials was 1950. Many secondary schools across the country have been evaluated on these bases.

Preliminary steps were taken to revise Section D-4 (*Business Education*) during the February 1958 sessions of the UBEA Divisions in Chicago. The UBEA Research Foundation's general session devoted a major share of its meeting to a "circle discussion" examination of the 1950 section on business education which is currently used. The discussion groups were led by members of the UBEA's Evaluative Criteria Committee who were chosen because of their interest in the criteria and their ability to lead group discussions. These leaders were Gladys Bahr, New Trier Township High School, Winnetka, Illinois; Lewis Boynton, Teachers College of Connecticut, New Britain; E. C. McGill, Kansas State Teachers College, Emporia; Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; Frank M. Herndon, Mississippi State College for Women, Columbus; Floyd Crank, University of Illinois, Urbana; and Joseph DeBrum, San Francisco State College, California. Theodore Yerian, Oregon State College, Corvallis, is chairman of the Committee.

Dr. Yerian will take the recommended revision of the D-4 form to Philadelphia, Pennsylvania, on June 9 where he will work with the General Evaluative Criteria Committee for the remainder of the week. The section on business education will be one of the first departmental areas to be studied.

Great importance can be attached to the work of UBEA's Evaluative Criteria Committee. High school administrators will measure closely their business departments for the next ten years by the criteria contained in Section D-4.

UBEA Elects New Officers

Vernon A. Musselman, Lexington, Kentucky, will become president of the United Business Education Association (NEA) on August 1, to succeed Dorothy Travis of Grand Forks, North Dakota. Dr. Musselman is head of the Department of Business Education at the University of Kentucky. He is a past president of the Southern Business Education Association, Kentucky Business Education Association, and is currently UBEA vice president.

Milton C. Olson, director of business education at New York State College for Teachers, Albany, has been elected vice president of UBEA. Dr. Olson was the bookkeeping editor of *BUSINESS EDUCATION FORUM* from 1947 to 1950 and is currently the editor of the *NABTE BULLETINS*. He was treasurer of UBEA in 1956-57.

Dorothy H. Hazel is the treasurer-elect of UBEA for the 1958-59 year. Mrs. Hazel is assistant professor of business education at the University of Nebraska, Lincoln. She was the state membership chairman in South Dakota for five years, membership chairman for Mountain-Plains Region of UBEA for three years, and will combine her third year as national membership chairman with the duties of UBEA treasurer.

The officers of UBEA together with the Executive Director, Hollis Guy, and the immediate past-president, Dorothy Travis, constitute the Administrative Committee.

Belgium Host to ISBE

The Thirty-first International Economics Course will be held in Liege, Belgium, from July 31 to August 13, 1958. Application forms may be obtained from Anna Eckersley, Department of Business Education, Teachers College of Connecticut, New Britain.

Valeria Olson, Hart Junior High School, Washington, D. C., has been named chairman for the European Tour. Persons interested in the entire tour may join the group and then attend the Economics Course in Liege. Those wishing to be a part of the tour but not attend the Economics Course will have a week or more allocated for individual travel.

Present plans are for the group to leave New York City on July 14. Some of the cities they will visit enroute are Dublin, Edinburgh, London, Paris, and Amsterdam. Members who are interested in the tour should communicate directly with Mrs. Olson.

NEA CORNER

● The National Education Association has announced its decision to undertake an evaluation of present-day education on the elementary and high school levels. The evaluation will be concerned with education in a broad sense rather than with the schools as institutions. This will be the first project of the NEA's newly organized Council on Instruction.

"The purpose of the project," according to Lyle W. Ashby, assistant executive secretary for educational services of the NEA, "is to provide some general guidelines which professional and lay leaders may find valuable in dealing with such frequently raised questions as: How can we evaluate our present school curriculum in view of the needs of modern society? How can the quality of our educational program be evaluated in the local system? What is the role of national testing programs? To what extent does our present program provide 'education for all'?"

The evaluation project will be under the direction of Doak S. Campbell, former president of the Florida State University at Tallahassee. The NEA's Council on Instruction, in its initial stage, is temporary as to structure. It is composed of staff representatives from those NEA departments, committees, and divisions which have a major interest in instruction. UBEA is represented on the Council by its executive director, Hollis Guy.

● UBEA members played an important part in winning a tax deduction for members of the profession who attend summer schools or improve their teaching proficiency through other avenues of formal education. Under the new regulation of the Internal Revenue Service, expenditures for education are deductible if undertaken primarily for maintaining and improving skills required in the taxpayers employment. The deductible expenses on income include tuition costs, and expenses for travel, meals, and lodging while attending classes away from home.

The new regulation has a provision for filing an amended return for a refund of taxes on such deductions denied since 1954. (But to amend the return for 1954, the amended return must be filed by April 15, 1958.)

This new ruling incorporates in general the provision included in the King-Jenkins bill. The NEA's Division of Legislation and Federal Relations furnished the leadership that was needed to bring about this new regulation.



An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, editors, advisors, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the 10,000 Club.

The Expanded Program of Action for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels—local, state, regional, and national. To this end the names of persons listed in this column have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Expanded Program of Action for Business Education. The requirement is reasonable—three or more memberships for UBEA.

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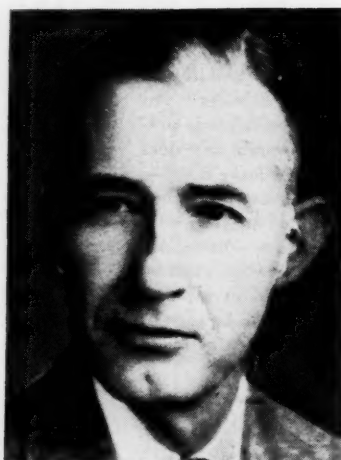
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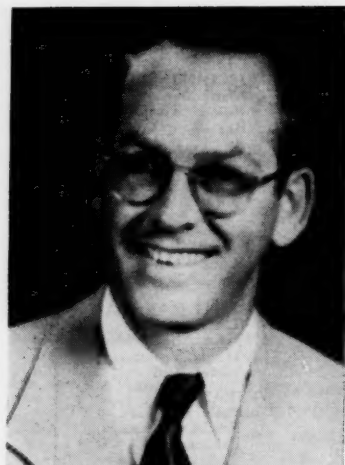
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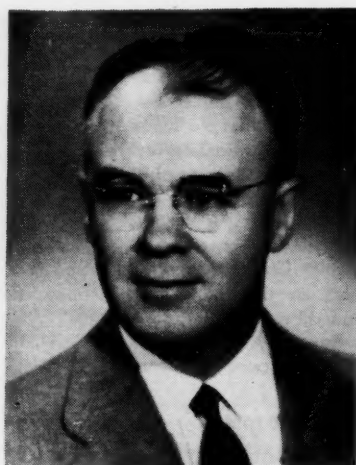
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IN ACTION

UBEA EDITORS



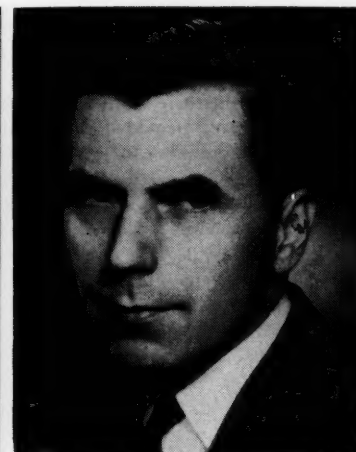
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IN ACTION

REPORT OF THE CONFERENCE OF THE WORLD CONFEDERATION OF ORGANIZATIONS FOR THE TEACHING PROFESSION

By Dorothy H. Veon, Pennsylvania State University

The historic Paulskirche in Frankfurt, Germany, provided the setting for the sixth annual conference of the World Confederation of Organizations for the Teaching Profession. Approximately 400 delegates and observers from 49 countries attended the meeting of this professional organization from August 2 through August 6.

Sir Ronald Gould, president of WCOTP, initiated the discussion on teacher shortage when he mentioned in his opening address, "I know of no country in the world where there are enough teachers or where there is a likelihood of enough teachers to achieve a satisfactory teacher-child relationship." He also pointed out that, for the sake of the child, enough good teachers must be recruited. He implored the delegates to do everything in their power to explode the erroneous belief shared by many that anybody can teach.

The Director General of UNESCO, Luther H. Evans, in addressing the opening assembly, indicated that world peace will eventually fail unless teachers now and in the future improve the teaching of youth. In many countries today, people are given a false impression of the world as it exists. More attention needs to be given to the value of international cooperation, as well as to an increased appreciation of cultural values in the East and the West.

L. P. Patterson of Canada summarized for the delegates the reports submitted by teacher organizations in the various countries on the theme of the conference "Shortage of Teachers—Causes and Remedies." It was noted that the major reason for teacher shortage was low salaries and competition with other forms of employment. Some of the countries also mentioned poor recruitment policies, inadequate teacher preparation, and increased numbers of children of school age. Of lesser importance were low prestige for the teaching profession, inadequate promotional opportunities, and an unreasonable workload.

It seemed quite obvious that increased salaries would be the major factor in helping to overcome the shortage of teacher supply. However, better instruction in teacher education colleges and universities, higher qualifications for

teachers, and development of greater prestige for the teaching profession were emphasized.

Based upon Mr. Patterson's report, the delegates were divided into four groups to discuss during two sessions the following topics:

1. What constitutes a reasonable and proper teacher's load, and how is this related to teacher shortage?

2. What devices and procedures, if any, have been used to meet quantitative standards at the expense of quality?

3. Economic causes and remedies for the teacher shortage.

4. Non-economic causes and remedies for the teacher shortage.

The reports of the opinions expressed by participants in each of these groups were later discussed by the general assembly.

The Secretary General, William G. Carr, reported that WCOTP had increased its cooperation with UNESCO, the United Nations and other international organizations. New activities were undertaken to assist teachers in Africa, Asia, and Latin America. He mentioned that the group sent a representative to numerous international meetings of an educational nature, with which WCOTP might find a vein of mutual concern.

Since UNESCO has been concerned about the numerous international associations relating to subject-matter areas, WCOTP decided to study the possibility of organizing these associations within its framework. One of these committees dealt with the work of technical and vocational teachers. Other committees include (1) rural education, (2) education of handicapped children, and (3) educational journalism.

The Sixth Assembly of Delegates to WCOTP passed some significant resolutions which emphasized the points that follow.

1. The Conference called upon its members to stress the important role of the teacher in the proper education of the world's children, to do everything in their power to raise their own professional competence, and to make every effort to ensure that young people of ability be attracted to the teaching profession.

2. This Conference strongly urged that the following steps be taken immediately to eliminate the shortage of teachers:

- a. That the economic status of the teacher be raised substantially in relation to that enjoyed by other professions of comparable training in fact to the point where the teacher can enjoy a standard of living enabling him to discharge his social and cultural responsibilities.
- b. That there should be no discrimination on grounds of belief, race, or sex.
- c. That buildings and other equipment be brought up to a standard which enables teachers to do their work effectively and efficiently.
- d. That the size of classes and the teacher work-load be so determined as not to impair efficiency.
- e. That proper and adequate financial encouragement be given to suitable young people desirous of entering the teaching profession.
- f. That in some countries and after consultation and the approval of the national organizations of teachers, properly qualified teachers may be allowed to return to service. During the emergency, special terms should be offered to qualified superannuated teachers after consultation and agreement with the teaching organization.
- g. That adequate retirement benefits be provided.
- h. That it is necessary to maintain high standards of admission to the profession and that such standards be determined in consultation with the teaching profession.

3. The Conference called upon all member organizations to strive to secure full civic freedom for teachers and to encourage teachers to use this freedom to further the cause of education.

Delegates to the meeting in Frankfurt can agree that the conference furthered the purposes of the organized teaching profession and that it gave direction toward the promotion of international understanding and goodwill.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATIONS

Alabama Business Education Association
 Arizona Business Educators Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Iowa Business Education Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Teachers Association
 Nebraska Business Education Association
 Nevada (Northern, Southern) Business Education Association
 New Hampshire Business Educators Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Department of Business Education
 North Dakota Business Education Association
 Ohio Business Teachers Association
 Oklahoma Business Education Association
 Oregon Business Education Association
 Pennsylvania Business Educators Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Educators Association
 South Carolina Business Education Association
 South Dakota Business Education Association
 Tennessee Business Education Association
 Texas Business Education Association
 Tri-State Business Education Association
 Utah Business Teachers Association
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Associations
 West Texas Business Teachers Association
 West Virginia Business Education Association
 Wisconsin Business Education Association
 Wyoming Business Education Association

UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association
 Western Business Education Association
 Eastern Region of UBEA
 Central Region of UBEA
 Mountain-Plains Business Education Association



ARKANSAS . . . The officers of the Arkansas Business Education Association for 1957-58 are shown at their annual state meeting. First row: Bernice Crawford, vice president, Crossett; Ruby Croom, president, Little Rock; Estelle Bowles, treasurer, Magnolia; (not shown) Mary Nell Turner, secretary, Hope. Second row: District Directors Euleta Miller, Russellville; Rachael Mosley, Camden; Juanita Cox, Smackover; Arrawanna Hyde, Paragould; and Lucille Hopper, Bauxite.

SOUTHERN REGION

Arkansas

H. G. Enterline, Indiana University, Bloomington, and J. E. Silverthorn, Oklahoma State University, Stillwater, were the featured speakers at the Arkansas Business Education Association meeting in Little Rock. Mrs. Ethel Hart, president of the Association, presided.

Ruby Croom, Little Rock, was elected president for the 1957-58 year. Others elected were Bernice Crawford, vice president, Crossett High School; Estelle Bowles, treasurer, Magnolia High School; and Mary Nell Turner, secretary, Hope High School.

District Directors for 1957-58 are Euleta Miller, Russellville High School, District I; Rachael Mosley, Camden High School, District IV; Juanita Cox, Smackover High School, District III; Arrawanna Hyde, Paragould High School, District II; and Lucille Hopper, Bauxite High School, District V.

Five district conferences are being held in Arkansas this Spring. District III Conference was held at Monticello A and M College on March 1. Irol Balsley of Louisiana Polytechnic Institute was the guest speaker. Her subject was "Putting Office Practice in the High School Curriculum."

District IV Conference was held at Southern State College. Theodore Woodward of George Peabody College for Teachers was the speaker for both the morning session and luncheon. The morning lecture was on the topic, "The Impact of Automation on Business Education."

The District I Conference will be held at Arkansas Polytechnic College on April 19. There will be a panel discussion directed by Harold Coonrad of the University of Oklahoma. The topic to be discussed is "The Role of Communications in Business Education." Robert Lowry of Oklahoma State University will direct a seminar type discussion on the topic, "Standards and Tests in Shorthand and Typewriting."

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IN ACTION

District V Conference will be held at Little Rock Junior College on April 26. The guest speaker will be Hershel Gardner, who is education chairman of the National Office Management Association in Little Rock. His subject is, "The Businessman and Teacher Relations." There will be group discussions for both morning and afternoon.

The District II Conference which is scheduled for April 12 at Arkansas State College, Jonesboro, will have Theodore Woodward as guest speaker. His topic will be, "The Challenge to Business Education in the Changing Education Scene."

West Virginia

"Audio-Visual Aid in Business Education" was the theme of the West Virginia Business Education Association's spring meeting. Vernon A. Musselman, president-elect of UBEA, was the luncheon speaker.

The name of the association has been changed from Business Education Section of West Virginia Education Association to West Virginian Business Education Association.

Officers of the Association are Rosalea P. Miller, Glenville High School, president; Alberta Anderson, West Virginia Institute of Technology, Montgomery, vice-president; and Helen Blake, Milton High School, secretary-treasurer.

Membership in the association reached an all-time high this year. The next convention will be held concurrently with the West Virginia Education Association on October 30 in Charleston.

SBEA

The past few years have seen various educational movements toward increased emphasis upon life adjustment education, general education, the liberal arts, and other areas. Through all of these, business education has continued to grow in numbers and in strength for it fills a definite need of today's youth. Now, the launching of man-made satellites, ICBM's, and other machines beyond the comprehension of most people has brought our science education into the spotlight. The American educational system is criticized for the lag, apparent or real, in the satellite and ballistic missiles program. Many school systems will revamp their curriculums and require more courses in science and mathematics.

What will be the effect upon business education of this most recent attention to the curriculum? No one knows; but, we

(Please turn to page 42)

CENTRAL REGION

Illinois

Gladys Bahr, Winnetka, was elected president of the Illinois Business Education Association. Other officers elected include Clela Whitacre, Marion, first vice-president; Herbert Ross, Alton, second vice-president; Ralph Mason, Urbana, secretary; and Arcile Reese, Anna, treasurer.

New board members elected for a three-year period are Floyd Crank, Urbana; Leroy J. Donaldson, Macomb; and Lucille Ireland, Greenville.

The IBEA is designed to assist business teachers by means of an annual convention, a newsletter, and a council and field service committee. Other activities include the utilization of student organizations and the promotion of teacher recruitment.

EASTERN REGION

Connecticut

The Connecticut Business Educators' Association will hold its Fifty-Fourth Annual Convention on May 10 at the University of Connecticut in Storrs. Vance Packard, author of the best-seller, "Hidden Persuaders," will be the featured speaker. Mr. Packard is also known for his work in motivational research.

During the morning session, four panels will discuss "What's New in Business Education." The subject-area sectional meetings in which the panels will appear and the chairmen are: Business Subjects in the Junior High School, by Robert A. Corbo, Darien Junior High School; Secretarial Subjects, Imelda A. Brodeur, Killingly High School, Danielson; Bookkeeping and Clerical Practice, Dorothy Saeger, Newington High School; and Social-Business Subjects, Harry F. Smith, Manchester High School.

Dean R. Malsbary of the University of Connecticut is president of the association. Other officers are: Agnes Fahey, Middletown High School, vice president; Ruth B. Filip, University of Connecticut, secretary; and Josephine Cribbins, Amity Regional High School, Woodbridge, treasurer.

Delaware

The major item of business conducted by the Delaware Business Teachers Association at their annual meeting was the election of new officers. Those elected were Theodore R. Parsell, John M. Clayton High School, Dagsboro, president; Peter Romano, Wilmington High School, vice president; and Mary C. Butera, Goldey Beacom School of Business, Wilmington, secretary-treasurer.

Following the business meeting, the group toured several business offices.

ERUBEA

The Representative Assembly for the Eastern Region of UBEA will be held in New York City on April 26. A meeting of the ERUBEA Governing Board is scheduled for April 25. The Board is composed of one representative from each of the eleven states in the Eastern Region, Puerto Rico, and the District of Columbia, and the three representatives of the UBEA National Council elected by mail ballot from the membership in Eastern Region.

The UBEA Representative Assembly is the instrument through which each affiliated state associations may have a voice in recommending policies and activities of the national association. Delegates from the various state associations have an opportunity to exchange ideas and discuss methods of improving the activities of their own organizations through the UBEA program of services. The cooperative efforts provide for an improved local, state, and national relationship.

WESTERN REGION

Nevada

A regional organization has been formed in Nevada under the title of the Southern Nevada Business Teachers Association. Ella E. Carruth, Las Vegas High School, has been elected president. Other officers are vice president, Judith Warner, Rancho High School, Las Vegas; secretary, Gertrude Mills, Basic High School, Henderson; and treasurer, Martha King, Boulder City High School, Boulder City.

Ann Brewington, Nevada Southern University, Las Vegas, has been named as the delegate to the WEBA convention at Asilomar, California. The officers are developing a constitution and mapping plans for future activities.

The Mountain-Plains News Exchange

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Volume VI

Spring 1958

Number 2

COME TO THE 1958 M-PBEA CONVENTION

Your 1958 Mountain-Plains Business Education Association Convention will be held in Rapid City, South Dakota, on June 19-21. Convention headquarters will be the Sheraton-Johnson Hotel. Make your plans and your reservations early to visit the Black Hills and attend your Regional Convention.

Plans have been made for everyone to participate in a challenging professional program. In addition, special arrangements have been made for everyone to visit Mount Rushmore as well as other scenic and historical spots in the beautiful Black Hills region.

The program committee, headed by John Binnion, has planned an excellent program series of professional sessions. Leaders in the fields of business and business education will participate in the program. Demonstrations of teaching methods, panel discussions on automation, a wide variety of exhibits, keynote speakers, and tours of the Black Hills are some of the highlights of the program.

The general chairman, Hulda Vaaler, and her corps of special committees have gone "all out" to make this convention a stimulating and enjoyable one for you. Plan to be with us.—
WAYNE HOUSE, M-PBEA President



PLANNERS . . . Wayne House, M-PBEA president, and John Binnion, chairman of the convention program committee, compare notes during a convention planning meeting.

BUSINESS EDUCATION—MORE THAN THE TRADITIONAL SKILLS

M-PBEA Convention Program

Thursday, June 19

8:00-11:45 a.m. Executive Board Meeting.

PRESIDING: *F. Wayne House*, M-PBEA President, University of Nebraska, Lincoln

10:00 a.m.-5:30 p.m. Registration

1:30-3:00 p.m. UBEA Representative Assembly

PRESIDING: *Dorothy Travis*, UBEA President, Grand Forks High School and University of North Dakota, Grand Forks

7:00-9:00 p.m. M-PBEA Dinner

PRESIDING: *F. Wayne House*

SPEAKER: *R. F. Patterson*, Dean, School of Business, University of South Dakota, Vermillion

SUBJECT: Sputnik and the Curriculum

Friday, June 20

8:30-9:55 a.m. First General Session

PRESIDING: *F. Wayne House*

SPEAKER: *Robert A. Lowry*, Oklahoma State University, Stillwater

SUBJECT: The Business Economy and Business Education

SPEAKER: *John A. Pendery*, South-Western Publishing Company, Cincinnati, Ohio

SUBJECT: Automation Makes Us Look to the Future

SPEAKER: *Earl G. Nicks*, Underwood Corporation, New York City

SUBJECT: Automation and the Employment of Our Graduates

11:00-11:45 a.m. Second General Session

PRESIDING: *F. Kendrick Bangs*, M-PBEA Vice-President, University of Colorado, Boulder

Panel Discussion

SPEAKERS: *Robert A. Lowry*, *John A. Pendery*, *Earl G. Nicks*

MODERATOR: *C. C. Callarman*, Chairman, School of Business, West Texas State College, Canyon

PANEL: *W. W. Ward*, Southwestern State College, Weatherford, Oklahoma; *Marie Robinson*, West High School, Denver, Colorado; *Gladys Bahr*, New Trier High School, Winnetka, Illinois; *Irene Baird*, Alamogordo High School, Alamogordo, New Mexico; *Elsie Jevons*, University of Nebraska, Lincoln

2:00-3:30 p.m. Third General Session

PRESIDING: *Ruben Dumler*, M-PBEA Treasurer, St. John's College, Winfield, Kansas

SPEAKER: *Theodore H. Cutler*, Dean, College of Business Administration, University of Denver

SUBJECT: The High School Graduate, the Crowded University, and the Age of Automation.

SPEAKER: *Hamden L. Forkner*, Chairman, Department of Business Education, Teachers College, Columbia University

SUBJECT: Bookkeeping Teaching Methods

4:00-10:00 p.m. Black Hills Tour

Mount Rushmore Memorial

Game Lodge—Chuck Wagon Dinner

Black Hills Playhouse—"The Reluctant Debutante"

Saturday, June 21

7:00-8:00 a.m. UBEA 10,000 Club Breakfast

PRESIDING: *Hollis Guy*, Executive Director of UBEA, Washington, D. C., and *Dorothy Hazel*, National Membership Chairman, University of Nebraska, Lincoln

8:15-10:30 a.m. Fourth General Session

PRESIDING: *Herbert R. Schimmelpfenning*, Bismark Junior College, Bismark, North Dakota

SPEAKER: *Mearl R. Guthrie*, Bowling Green State University, Bowling Green, Ohio

SUBJECT: Good Posture Increases Efficiency

PRESIDING: *James Zancanella*, University of Wyoming, Laramie

SPEAKER: *Russell Hosler*, University of Wisconsin, Madison

SUBJECT: Demonstration of Transcription Teaching Methods

PRESIDING: *Lillian Simonette*, Huron High School, Huron, South Dakota

SPEAKERS: *L. M. Collins* and *Della Bates*, International Business Machines Corporation, New York City

SUBJECT: Demonstration—Secretary and Boss Work Together

12:15-2:00 p.m. M-PBEA Luncheon. Closing Session

PRESIDING: *F. Kendrick Bangs*

SPEAKER: *Theodore Woodward*, President, Southern Business Education Association, George Peabody College for Teachers, Nashville, Tennessee

THE BLACK HILLS BECKONS YOU

June 19-21, 1958, are significant dates in the calendar of events for the Mountain-Plains Business Education Association for it will be Convention time once again!

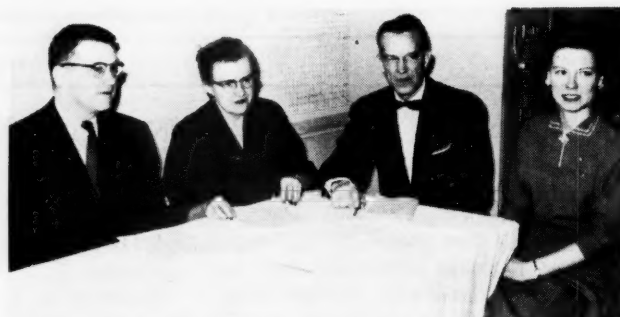
This year you can combine a delightful vacation trip through the Black Hills of South Dakota with the annual convention of the M-PBEA. Rapid City, the Convention site, is the entrance to the beautiful Black Hills noted for their scenic grandeur, the Shrine of Democracy, and the many opportunities for sight-seeing and entertainment of all kinds.

The South Dakota business teachers are looking forward to welcoming you to the 1958 convention, knowing that whether you travel north, south, east, or west to get to this Land of Infinite Variety, you will find great enjoyment in the very special Black Hills of South Dakota.

We hope to see you June 19-21 at the Mountain-Plains Business Education Association convention.—*HULDA VAALER, General Chairman, 1958 M-PBEA Convention*

ALONG THE TRAIL

Here and There: Oklahoma Business Education Association will sponsor bus transportation to the M-PBEA Convention in Rapid City, South Dakota in June. . . . *Ruth Anderson* of North Texas State College, Denton, and *Faborn Etier*, The University of Texas, Austin, edited the final manuscript of the Texas State Handbook for Business Education. . . . Members of the business education staff at the University of Texas are busy selecting equipment and designing the rooms for their department in the new College of Business Administration Building. . . . *Ramon Heimerl* and *Mrs. Heimerl* spent the fall quarter on sabbatical leave touring Alaska, California, and Florida. Dr. Heimerl is on the staff at Colorado State



M-PBEA PLANNING SESSION . . . *F. Kendrick Bangs*, vice-president; *Hulda Vaaler*, general chairman of the 1958 convention; *Wayne House*, president; and *Dorothy Hazel*, regional publicity chairman, met in Chicago during the UBEA Convention to complete plans for the association's activities.

College, Greeley. *Roland Waterman* from the same college is currently on leave and is working with a firm of certified public accountants. . . . *Esther Lefler*, chairman of the business department at Lincoln High School, Lincoln, Nebraska, retired recently. . . . *Paul Lomax*, professor emeritus of New York University, will be a visiting professor at the University of North Dakota this summer. . . . *Faye Ricketts* of Wichita University is serving as chairman of the School Committee of the Wichita Chapter of NOMA. . . . The Department of Business Education of the University of North Dakota will sponsor an experiment this summer in the teaching of typewriting at the third grade level.

We Salute: *E. P. Baruth*, McCook Junior College, and *Evelyn Ripa*, Wilber High School, who are district presidents of the Nebraska State Education Association. . . . *Ruth Anderson*, North Texas State College, who has been elected executive secretary of Delta Pi Epsilon. . . . Three business educators from the Mountain-Plains Region who recently coauthored business textbooks. *O. M. Hager*, state supervisor of business and distributive education for the state of North Dakota is one of the coauthors of a textbook in distributive education. *John Rowe*, chairman of the Department of Business Education at the University of North Dakota is the coauthor of the new *Gregg Typing*, Second Edition. *E. C. McGill* of Kansas State Teachers College, Emporia, is the coauthor of *Briefhand and Business Principles, Organization, and Management*. . . . *Avis Deavors* of Abilene High School, Texas, who was recently elected president of the Texas Business Education Association for 1958. . . . *O. A. Parks* of the department of business of North Dakota School of Forestry, Bottineau, who is chairman of the committee preparing a report of the North Dakota Statehouse Conference on Education Beyond the High School. . . . *Carlos Hayden*, chairman of the Department of Business Education and Secretarial Administration, University of Houston, Texas, who is a member of the Institute for Certifying Secretaries.

News Reporters. *Lloyd Garrison*, Oklahoma State University, Stillwater, Oklahoma; *Loda Newcomb*, University of Kansas, Lawrence; *O. A. Parks*, North Dakota School of Forestry, Bottineau; *Faborn Etier*, University of Texas, Austin; *Nelda Lawrence*, University of Houston, Texas; *E. P. Baruth*, McCook Junior College, Nebraska; *Faye Ricketts*, Wichita University, Wichita, Kansas; *Kenneth Hansen*, Colorado State College, Greeley. EDITOR: *Ralf Thomas*, Kansas State Teachers College, Pittsburg.

Tips on Writing the Letter of Application

FBLAers from coast to coast will soon be confronted with the task of obtaining a job—either full time if they are graduating this spring, or part time if they have more school years ahead. Letters of application and enclosures are a common method of seeking employment. The ideas on this page are presented to assist prospective employees in the preparation of a good letter of application.

THE GOLDEN ERA when company officials sought an opportunity to visit college campuses for the purpose of interviewing prospective business employees—when both high school and college graduates had little difficulty in securing a job in business regardless of real qualifications—seems to be disappearing. Recent surveys reflect the slowdown in business through a more selective policy in hiring new employees. Present employees are more reluctant to switch jobs and lose their seniority rights thus causing vacancies to occur less frequently.

These facts point up the necessity for a more effective campaign on the part of a prospective employee to make known his qualifications to employment officials. One device commonly used in making application for a position in business is the letter of application. Many times the letter of application is not only a prerequisite but also the key to entry into an employer's office.

What actually goes into making a good letter of application? Since the letter is your personal envoy, it should represent you fairly clearly. The best rules of grammar, punctuation, and typewriting should be followed explicitly. However, there is more to it than that.

Planning is perhaps the key to good business letter writing and is extremely important in a letter of application. When writing the letter of application, show clarity of thought, ease of expression, planned continuity, and correctness in grammar.

In the planning process, a device to attract attention and provide some connecting link with the prospective employer should be chosen. Choose a unique but businesslike approach. The connection may be established by indicating the letter is a result of an advertisement, a message from a friend, a desire to work for the particular company, or some other tangible means of entry. Of course, the introduction will include a statement as to the purpose of the letter.

After obtaining the interest of the person to whom you are writing, tell about yourself—how you fulfill the qualifications set forth and why you should be hired. There are two approaches to this part of the letter. A few general statements on qualifications may be made in the letter. A personal data sheet giving specific details should be attached or the detailed information can be included in the body of the letter. The method chosen will depend upon appropriateness from the

standpoint of the person making application as well as that of the prospective employer.

Regardless of the method chosen, the information should include personal data such as age, height, weight, health, address, and telephone number. A listing of the educational background should be included with the names and addresses of schools attended, the type of program you followed, grades attained, particular skills achieved, and extraclass activities such as FBLA. If you have held an office or other position of leadership, be sure to include that information. A National Business Entrance Test Certificate helps in securing a business job because it provides tangible evidence that the applicant is qualified for employment.

Work experience is becoming an increasingly important item in initial employment. It is true that some persons do not have the opportunity to hold part-time jobs while attending school. In other instances, however, many students do obtain work experience through a formal program included in the school curriculum. Others work after school, Saturdays, Christmas vacations, and during the summer vacation. Work of this type provides the prospective employer with evidence of ability to perform the duties connected with employment.

Letters of application or personal data sheets should include references. References, listed only with the permission of the persons concerned, should include their occupation, telephone number, and full address. Avoid references who are relatives of the family; their opinions are not usually accepted as unbiased. A teacher, school administrator, former employer, minister, physician, or someone else with standing in the community is an acceptable reference. An open letter of reference, which starts with "To Whom It May Concern," or similar words, is usually regarded as a poor reference. Most employers prefer to communicate with the reference for information concerning the applicant's character or ability.

Now that you have attracted the attention of the employer, established a connecting link, and presented your qualifications, the next step is to obtain action. The usual method employed in a letter of application is to ask for an interview. Be sure that you make it clear how he may reach you—both by telephone and by mail.

All persons cannot be successful in securing a position through the first letter of application. Remember that only one person can be employed for each available position. A planned program should be followed in your search for a position. If you have not heard from your letter of application within a reasonable time, write a follow-up letter to let the prospective employer know you are still interested. Check your application and supporting data carefully to detect weak spots; revise, if necessary, and try again. There are many good business organizations for which you can work if you are qualified—indeed, good business workers are always in demand.

SBEA

(Continued from page 38)

must be aware of the problems facing us. The theme of the 1958 SBEA Convention—"Imperatives for Business Education in a Changing World"—has been chosen so that we as an Association might consider many of these problems. Certainly, changing public attitudes toward the curriculum give rise to problems of methodology, administration, courses of study, improvement of teacher education.

In the meantime, let us redouble our efforts to increase our membership substantially; so that the Association may speak with a stronger voice for all business teachers in the South and render greater service to its membership.

—THEODORE WOODWARD, SBEA President

MOUNTAIN-PLAINS REGION

Wyoming

The executive board of the Wyoming Business Education Association is scheduled for a meeting in Casper on May 3 to make plans for the fall meeting. The annual meeting of the association is scheduled for October 3-4, 1958, at Cheyenne.

Officers of the association are Lucile Mortensen, Lovell, president; David Gillespie, Cheyenne, vice-president; and James Thompson, Buffalo, secretary-treasurer.

District representatives are George List, Cody; Julian Erickson, Hullett; Elsie Michalke, Casper; Barbara Rainey, Rock Springs; Margaret Williams, Laramie; Mary Lou Pisciotta, Worland; Delmar Petzold, Newcastle; B. L. Howard, Farson; Huella Darling, Douglas; and Bob Adams, Sunrise.

Donna Ayer, Rawlins, is in charge of the newsletter and James Thompson, Buffalo, is membership chairman. The MPBEA executive board member is Cassie O'Daniell, Cheyenne.

Under the sponsorship of Velma Linford, State Superintendent of Instruction, groups were set up to work on curriculum improvement. The meeting was held in Casper on March 24. Those chosen from among Wyoming business educators to work on the committee were Margaret Blacker, Laramie, chairman; Dave Gillespie, James Thompson, Buffalo; Marie Thayer, Casper; Lucile Mortensen, Lovell; and James Zancanella, Laramie, consultant.

Colorado

To alert teachers in Colorado to the importance of reviewing the business education programs in the schools and to improving the final products, the Colorado Business Education Association has selected as the theme for its spring convention "Enrichment of Classroom Teaching." William R. Pasewark of Texas Technological College, Lubbock, will be the guest speaker.

The convention will be held April 26 at Western State College. Harold Binford, chairman of the Department of Business, is general chairman.

A clerical and office practice course of study, just off the press, will be presented by Helen Borland of Colorado State University and members of the committee.

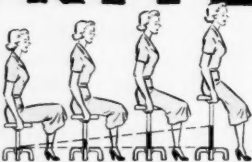
Norman Saksvig's new film, "Better Typing—At Your Finger Tips," will be available for previewing by typewriting teachers.

Newly elected officers of the Colorado Business Education Association are: president, Katharine McIntyre, Pueblo College; vice president, Marie Robinson, West High School, Denver; and secretary-treasurer, Joyee Bower, Manual High School, Denver.

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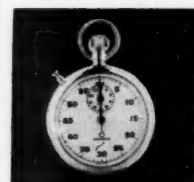
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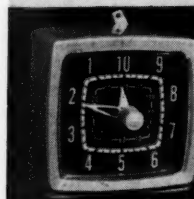
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